OCR
Oxford Cambridge and RSA

Cambridge **NATIONALS LEVEL 1/2**

CREATIVE iMEDIA

Cambridge
NATIONALS

Unit R089 – Creating a Digital Video Sequence
DELIVERY GUIDE

Version 1

CONTENTS

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We've also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

ABC English   123 Maths   Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units.

Gaming technologies, mobile phones, multimedia websites, film and television productions all use digital video to enhance and inform their content.

The unit will enable learners to understand where digital video is used in the media industry such as television, film, web applications or computer gaming. The learner will also learn how these technologies are developed to reach an identified target audience.

On completion of this unit, learners will understand the purpose of digital video products and where they are used. They will be able to plan a digital video sequence, create and edit a digital video sequence and review the final video sequence against a specific brief.

Unit R089 Creating a digital video sequence	
LO1	Understand the uses and properties of digital video
LO2	Be able to plan a digital video sequence
LO3	Be able to create a digital video sequence
LO4	Be able to review a digital video sequence

KEY TERMS

UNIT R089 – CREATING A DIGITAL VIDEO SEQUENCE

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Codec	For an explanation of Codec, click on the link below. http://techterms.com/definition/codec
Resolution	The physical size of an image usually stated as image length (in pixels) times image height (in pixels) e.g. 1280x720. See the article at https://vimeo.com/videoschool/lesson/186/the-basics-of-image-resolution for more details.
Transition	Method of changing from one shot or scene to another using a specific effect (e.g wipe, fade through black, cut, cross-fade).
Camcorder	Device allowing the capture of footage, with the facility to alter settings according to the user's requirements. As distinct from capturing video using a mobile phone.
Footage	Digital video capturing moving images as opposed to single 'still' frame.
Static frame	One single image of video, which could be replicated across many frames, to produce a still (non-moving) image like a photograph.
Motion graphic	This term includes the use of animations, gifs, animated clipart and so on, inserted into a video.
Video sequence	A combination of video clips which could include footage, static frames, motion graphics, effects and text such as titles and credits, to create a single video file.
Splitting	This technique is used to break video clips into sections, for example so that other footage can be inserted in between shots, or so that the shots can be placed in a different order.
Trimming	This technique is used to remove parts of a video clip which are not required in the final edited video sequence. The original asset or source video remains intact.
Optimisation	This process prepares the final video sequence so that it streams and loads as smoothly as possible on a range of devices. Several techniques and technologies for optimisation are available, and depending on the video editing software chosen, options to select the quality or size of final video may be available.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
There is no difference between a storyboard and a shooting script	A storyboard demonstrates what the camera will capture, in image form. It indicates camera and actor movement, duration and angle. A shooting script will not necessarily be structured in chronological order but rather may be grouped according to location, actors required or equipment to be used. A shooting script will not necessarily contain images of the action to be captured, but may give this information in written format.	A web search for images of shooting scripts will yield numerous examples, as will a search for storyboard templates. http://www.elementsofcinema.com/directing/shooting-script.html
Pan and Tilt are the same	**Pan** A pan shot is made when you rotate camera to the left or right, at the same time, the camera mount remains still. A pan shot is especially good at: • revealing an entire environment • revealing the spatial relation between character and environment • introducing multi objects in close up • simulating subjective view. **Tilt** A tilt shot is made when you rotate camera up or down, at the same time, the camera mount remains still. A tilt shot has similar function as pan, but is used less often.	Taken from http://www.aboutvideoediting.com/tutorials/pan.shtml
Any video is automatically an asset	Video which is sourced from a location such as the internet may simply be copied and pasted into a project. This is not an asset, since the sourced video has not been saved independently of its original location. If the video is edited and saved in a suitable, (technically compatible) format prior to using in the project, it is then an asset.	Learners may practise downloading, editing and saving clips of video in formats which are compatible with the editing software to be used.
Camera shot is the same as camera angle	Learners could research the differences using web-based sources, prior to learning to construct storyboards and shooting scripts.	http://www.mediacollege.com/video/shots/ http://www.mediacollege.com/video/camera/angles/
Copyright does not apply to video which is uploaded to and sourced from sites such as YouTube	Learners may be encouraged to read up on the legislation applied to online video content, in order to determine where the copyright ownership of their completed video rests.	https://support.google.com/youtube/topic/2778546?hl=en&ref_topic=2676339
Compositing and editing are the same	Learners need to understand that simply adding titles and credits to footage do not meet the requirement for editing. In this case, the video would have been composited. To edit the footage, its length, order of shots and scenes, transitions between shots etc. would have to be manipulated and altered from the original footage.	

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand the uses and properties of digital video		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
The sectors and uses of digital video products	Learners could investigate a range of products available from both online and non-web-based sources. They could compare and contrast key elements of these products, using Lesson Element Investigating Digital Videos. Teachers could guide learners to compile their results in order to create a comprehensive resource showing similarities and differences. This could be presented using mind maps or Venn diagrams, tables or charts.	1 hour	R081, LO1, pre-production documents, for example LO1 mind maps
Video file formats	Teachers could demonstrate the different file format conversion software packages available online, in order to show which formats are used for video. Learners could investigate the effects on the same video clip when converted to different formats, in terms of file size and quality. Learners could also read about the compatibility of different file formats from http://www.avs4you.com/guides/convert-video-formats.aspx in order to begin to understand the relevance of choosing an appropriate format for their own video creations.	1 hour	
Properties of digital video	Teachers could explain the different aspect ratios commonly used for video, using sites such as http://www.rtings.com/info/what-is-the-aspect-ratio-4-3-16-9-21-9 and http://www.mediacollege.com/video/aspect-ratio/ to assist with visual prompts and examples. Learners could investigate and summarise how resolution is calculated and represented in digital video, using https://longzijun.wordpress.com/2010/10/24/exporting-video-for-youtube-pixel-aspect-ratio-basics/ as a starting point to describe how video can be uploaded to sites such as YouTube or Vimeo. Learners could also investigate the differences between formats such as PAL, NTSC and HD by using sites such as amazon or play.com to discern how format is affected by geographical region. Working in groups, this information could then be collated as a single resource in tabular form along with details about the technical differences between the formats.	1 hour	

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	**Be able to plan a digital video sequence**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Client requirements	This links with the Delivery Guide for Unit R081, Pre-production skills, LO2, Be able to plan pre-production page 6, 'Client Requirements' available from http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ under the heading Support Materials.	45 minutes	R081, LO2
Target Audience requirements	This links with the Delivery Guide for Unit R081, Pre-production skills, LO2, Be able to plan pre-production page 6, 'Target Audiences' available from http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ under the heading Support Materials.. Learners could role play video audience and production company representatives, to see how different their perspectives on a video would be; with audiences wanting to be entertained, educated etc., whilst the production company as the client needs to sell as many units of the product as possible.	45 minutes	
Produce a work plan	See Delivery Guide for Unit R081, Pre-production skills, LO2, Be able to plan pre-production and in the Lesson Element Work Plans and Production Schedules available from http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ under the heading Support Materials. When delivering the taught content for this unit, teachers may wish to clarify the especial need to consider contingencies when creating work plans for video creation. Learners should be encouraged to identify and list the circumstances which might lead to contingency time being used when capturing video footage, for example, the availability of equipment, actors or performers, location and weather conditions.	30 minutes	R081, LO2
Produce a storyboard	This skill is covered in the Delivery Guide for R081 Delivery Guide and associated Lesson Elements Shot types used in storyboarding and Storyboard Activity available from http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ under Support Materials.	50 minutes	R081, LO2
Produce a shooting script	Learners could carry out a web-based search for images of shooting scripts, and identify the key differences between these and storyboards, representing their findings as a Venn diagram, table or mind map. Teachers could clarify the key differences, using the information in the Common Misconceptions section of this delivery guide. Learners could then practise creating a shooting script from a script or story outline given to them by the teacher. See Lesson Element Nature's Finery Foods (Part 1, LO2) Advertisement planning available from http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ under the heading Support Materials.	3 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Identify appropriate equipment	Learners could be provided with an identical description of footage to be captured using the different equipment available to them. Working in groups, they could capture the footage as many times as the available equipment types allow; and compile a comparison. For example: • How does footage differ when captured on different mobile phones/cameras with video facility/camcorders/dedicated video cameras? • What are the pros and cons of using hand-held cameras/monopods/selfie-sticks/tripods/steadycam devices/dollies? • How easy is it to improvise such equipment where bespoke equipment is not available, and how does it enhance the quality of the footage? • What is the effect of using ambient light/single spot light/hand held torch light/incandescent or fluorescent interior lighting/dedicated photography lights? • What effect is gained by using a blank background or screen as opposed to a location? Teachers could encourage learners to decide which type of equipment is most appropriate for different genres of video, so that learners know how to choose appropriate equipment when planning the creation of their own videos later in the unit.	3 hour	
Identify appropriate software	Learners could investigate the online or free software available for editing video, using the links provided in the Resources Links document. They could then practise editing the same clip using different software, prior to writing a comparison or review of the software. This could link with English/communication skills if learners present their findings as a magazine or online review.	3 hours	
Legislation	The Delivery Guide for R081 Delivery Guide, LO2 referring to intellectual property for companies such as Disney is of particular relevance to this unit available from http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ under Support Materials. Learners could be encouraged to research legal action taken in the past by such companies to protect their intellectual property rights. Teachers could explain the technicalities of ownership and intellectual property using the information summarised in the Common Misconceptions section of this Delivery Guide.		

SUGGESTED ACTIVITIES

LO No:	3
LO Title:	**Be able to create a digital video sequence**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Record original digital video footage	Teachers could demonstrate the different settings available on the recording equipment which learners may use. This could include an explanation of the suitability of settings for particular types of footage, for example, action, low light, high-speed. This is also covered in the LO2 activity Identify appropriate equipment above. Learners could investigate the uses of different techniques such as shot type and camera angle by analysing video clips from different genres. For example, using trailers from movies such as those directed by M Night Shyamalan from www.IMDB.com they can distinguish between camera angles to create tension or power-relationships. Searching for examples of corporate training videos on YouTube will yield many examples of medium shots to camera using plain backgrounds and a static camera at eye level.	1-2 hours	
Source additional footage and other assets	Learners could use the following video: https://www.youtube.com/watch?v=pK_1ApX_31I To compare corporate video openings and movie studio logos. Identify similarities and differences in style including mood, colour, pace, sounds, shot types and angles. See Lesson Element Corporate Video or Movie Studio. Collect and prepare assets to create either a corporate video opening for 'Ultimate Office Supplies' or a movie studio logo for 'Moview Images Ltd'. See Lesson Element Nature's Finery Foods (Part 2, LO3) Advertisement planning available from http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ under the heading Support Materials..	3 hours	
Use software features to produce, edit and enhance a video sequence	Teachers could demonstrate the tools and facilities of the software available to learners. Learners in turn could practise using the tools to edit clips sourced from http://www.videezy.com/ or their own footage. As part of this task, learners should employ version control to ensure stages of the development are evidenced. They should also be shown how to maintain a high-quality final file in its native format as well as any lower-quality versions for export as a portable or online file. Learners could explore the effects of exporting the final file in different formats or using different codecs.	3 hours	

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	**Be able to review a digital video sequence**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Reviewing a digital video	Learners could practise their reviewing skills by looking at a selection of promotional videos and completing the accompanying discussion points. See Lesson Element Video Reviews available from http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/ under the heading Support Materials..	1-2 hours depending on method of delivery chosen	Links with all other units of the specification – how to identify the effectiveness of a final product compared with its intended purpose and suggest improvement

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