

Cambridge TECHNICALS LEVEL 3

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 2 – Pre-production and planning
DELIVERY GUIDE

Version 1

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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 have 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.



English



Maths



Work

Please note

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. 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 is a mandatory unit that forms the foundation of the course. The knowledge and understanding developed in this unit are transferable to a number of other units.

Pre-production and planning are key aspects of any media production, time spent well leading up to a production can save time and money. By completing this unit, you will understand the pre-production process that the creative media industry follows when creating a product. You will learn how to carry out research in the planning stage of a media production and about the various pieces of legislation that need to be considered. You will learn about the constraints that need to be considered when planning a new media production, including timescales and resources. You will understand how to create pre-production documents in relation to client requirements and how to plan projects to meet these needs.

Unit 2 Pre-production and planning

LO1	Understand the factors that need to be considered during the planning of a media product
LO2	Be able to interpret client requirements and target audience considerations
LO3	Be able to plan the pre-production of a media product
LO4	Be able to create and evaluate pre-production documents for a new media product

To find out more about this qualification, go to: <http://www.ocr.org.uk/qualifications/cambridge-technical-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite>

Cambridge
TECHNICALS
2016

2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Digital Media units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 2)	Title of suggested activity	Other units/LOs
LO1	What do you need for a digital media project?	Unit 1 Media product and audiences LO4 Understand the target audiences of media products
	Finance – What do I need and how can I get it?	Unit 3 Create a media product LO2 Be able to plan and develop pre-production materials for an original media product to a client brief
		Unit 17 Visual and special effects LO2 Be able to plan audio-visual content with multiple effects for an identified purpose
		Unit 20 Advertising media LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product LO1 Be able to generate ideas for an original media product based on a client brief
	What are the legal impacts on the project?	Unit 1 Media product and audiences LO6 Be able to evaluate legal, ethical and regulatory issues associated with media products
		Unit 15 Create audio-visual promos LO2 Be able to generate ideas for an original audio-visual promo
		Unit 16 The creation and use of sound in media LO3 Be able to plan the production of sound elements for identified media purposes
		Unit 17 Visual and special effects LO2 Be able to plan audio-visual content with multiple effects for an identified purpose
		Unit 20 Advertising media LO2 Be able to plan a cross media advertising campaign to a client brief

This unit (Unit 2)	Title of suggested activity	Other units/LOs	
LO2	How can I analyse a client's needs? – SWOT	Unit 1 Media product and audiences	LO5 Be able to evaluate research data used by media institutions
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
		Unit 4 Interactive media product	LO2 Be able to initiate, plan and design a new interactive media product to a client brief
		Unit 5 TV and short film production	LO1 Be able to create pre-production materials for an extract for an original TV programme or short film
		Unit 9 Comics and graphic novel storytelling	LO2 Be able to plan the production of an original graphic novel or comic
		Unit 10 Create a digital animation	LO2 Be able to plan an animation to a client brief
		Unit 11 3D digital modelling	LO2 Be able to plan 3D modelled characters and a 3D environment for a client brief
		Unit 12 Game development	LO2 Be able to develop a concept for a new digital game
		Unit 13 Graphic design for digital media products	LO2 Be able to generate conceptual ideas and plan graphic design items in response to a client brief
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 15 Create audio-visual promos	LO2 Be able to generate ideas for an original audio-visual promo
		Unit 16 The creation and use of sound in media	LO3 Be able to plan the production of sound elements for identified media purposes
		Unit 17 Visual and special effects	LO2 Be able to plan audio-visual content with multiple effects for an identified purpose
		Unit 18 Cinematography	LO3 Be able to plan the recording of cinematic quality scene
Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief		
Unit 21 Plan and deliver a pitch for a media product	LO1 Be able to generate ideas for an original media product based on a client brief		

This unit (Unit 2)	Title of suggested activity	Other units/LOs	
LO2	How can I analyse a client's needs? – mood board	Unit 1 Media product and audiences	LO5 Be able to evaluate research data used by media institutions
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
		Unit 4 Interactive media product	LO2 Be able to initiate, plan and design a new interactive media product to a client brief
		Unit 5 TV and short film production	LO1 Be able to create pre-production materials for an extract for an original TV programme or short film
		Unit 9 Comics and graphic novel storytelling	LO2 Be able to plan the production of an original graphic novel or comic
		Unit 10 Create a digital animation	LO2 Be able to plan an animation to a client brief
		Unit 11 3D digital modelling	LO2 Be able to plan 3D modelled characters and a 3D environment for a client brief
		Unit 12 Game development	LO2 Be able to develop a concept for a new digital game
		Unit 13 Graphic design for digital media products	LO2 Be able to generate conceptual ideas and plan graphic design items in response to a client brief
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 15 Create audio-visual promos	LO2 Be able to generate ideas for an original audio-visual promo
		Unit 16 The creation and use of sound in media	LO3 Be able to plan the production of sound elements for identified media purposes
		Unit 17 Visual and special effects	LO2 Be able to plan audio-visual content with multiple effects for an identified purpose
		Unit 18 Cinematography	LO3 Be able to plan the recording of cinematic quality scene
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
	Unit 21 Plan and deliver a pitch for a media product	LO1 Be able to generate ideas for an original media product based on a client brief	
	How to consider the target audience	Unit 12 Game development	LO2 Be able to develop a concept for a new digital game
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product	LO1 Be able to generate ideas for an original media product based on a client brief

This unit (Unit 2)	Title of suggested activity	Other units/LOs	
LO3	Developing a production schedule	Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
		Unit 4 Interactive media product	LO2 Be able to initiate, plan and design a new interactive media product to a client brief
		Unit 5 TV and short film production	LO1 Be able to create pre-production materials for an extract for an original TV programme or short film
		Unit 9 Comics and graphic novel storytelling	LO2 Be able to plan the production of an original graphic novel or comic
		Unit 12 Game development	LO2 Be able to develop a concept for a new digital game
		Unit 13 Graphic design for digital media products	LO2 Be able to generate conceptual ideas and plan graphic design items in response to a client brief
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 15 Create audio-visual promos	LO2 Be able to generate ideas for an original audio-visual promo
		Unit 16 The creation and use of sound in media	LO3 Be able to plan the production of sound elements for identified media purposes
		Unit 17 Visual and special effects	LO2 Be able to plan audio-visual content with multiple effects for an identified purpose
		Unit 18 Cinematography	LO3 Be able to plan the recording of cinematic quality scene
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product	LO1 Be able to generate ideas for an original media product based on a client brief
		Managing logistics	Unit 8 Photography for digital media products

This unit (Unit 2)	Title of suggested activity	Other units/LOs	
LO3	Creating pre-production forms	Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief LO2 Be able to plan and develop pre-production materials for an original media product to a client brief
		Unit 4 Interactive media product	LO2 Be able to initiate, plan and design a new interactive media product to a client brief
		Unit 5 TV and short film production	LO1 Be able to create pre-production materials for an extract for an original TV programme or short film
		Unit 7 Journalism and the news industry	LO3 Be able to research and plan content for an article
		Unit 9 Comics and graphic novel storytelling	LO2 Be able to plan the production of an original graphic novel or comic
		Unit 10 Create a digital animation	LO2 Be able to plan an animation to a client brief
		Unit 11 3D digital modelling	LO2 Be able to plan 3D modelled characters and a 3D environment for a client brief
		Unit 12 Game development	LO2 Be able to develop a concept for a new digital game
		Unit 13 Graphic design for digital media products	LO2 Be able to generate conceptual ideas and plan graphic design items in response to a client brief
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 15 Create audio-visual promos	LO2 Be able to generate ideas for an original audio-visual promo
		Unit 16 The creation and use of sound in media	LO3 Be able to plan the production of sound elements for identified media purposes
		Unit 17 Visual and special effects	LO2 Be able to plan audio-visual content with multiple effects for an identified purpose
		Unit 18 Cinematography	LO3 Be able to plan the recording of cinematic quality scene
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product	LO1 Be able to generate ideas for an original media product based on a client brief
Unit 22 Scripting for media products	LO2 Be able to generate ideas and plan the script for a media product, in response to a client brief LO3 Be able to produce the script for a media product, in response to a client brief		
Unit 23 Create a personal media profile	LO2 Be able to scope and plan content for a personal media profile		

This unit (Unit 2)	Title of suggested activity	Other units/LOs	
LO4	Creating a variety of pre-production documents in relation to different media products – storyboard	Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief LO2 Be able to plan and develop pre-production materials for an original media product to a client brief
		Unit 4 Interactive media product	LO2 Be able to initiate, plan and design a new interactive media product to a client brief
		Unit 5 TV and short film production	LO1 Be able to create pre-production materials for an extract for an original TV programme or short film
		Unit 7 Journalism and the news industry	LO3 Be able to research and plan content for an article
		Unit 9 Comics and graphic novel storytelling	LO2 Be able to plan the production of an original graphic novel or comic
		Unit 10 Create a digital animation	LO2 Be able to plan an animation to a client brief
		Unit 11 3D digital modelling	LO2 Be able to plan 3D modelled characters and a 3D environment for a client brief
		Unit 12 Game development	LO2 Be able to develop a concept for a new digital game
		Unit 13 Graphic design for digital media products	LO2 Be able to generate conceptual ideas and plan graphic design items in response to a client brief
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 15 Create audio-visual promos	LO2 Be able to generate ideas for an original audio-visual promo
		Unit 16 The creation and use of sound in media	LO3 Be able to plan the production of sound elements for identified media purposes
		Unit 17 Visual and special effects	LO2 Be able to plan audio-visual content with multiple effects for an identified purpose
		Unit 18 Cinematography	LO3 Be able to plan the recording of cinematic quality scene
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product	LO1 Be able to generate ideas for an original media product based on a client brief
Unit 22 Scripting for media products	LO2 Be able to generate ideas and plan the script for a media product, in response to a client brief LO3 Be able to produce the script for a media product, in response to a client brief		
Unit 23 Create a personal media profile	LO2 Be able to scope and plan content for a personal media profile		

This unit (Unit 2)	Title of suggested activity	Other units/LOs	
LO4	Creating a variety of pre-production documents in relation to different media products – visualisation	Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief LO2 Be able to plan and develop pre-production materials for an original media product to a client brief
		Unit 4 Interactive media product	LO2 Be able to initiate, plan and design a new interactive media product to a client brief
		Unit 5 TV and short film production	LO1 Be able to create pre-production materials for an extract for an original TV programme or short film
		Unit 7 Journalism and the news industry	LO3 Be able to research and plan content for an article
		Unit 9 Comics and graphic novel storytelling	LO2 Be able to plan the production of an original graphic novel or comic
		Unit 10 Create a digital animation	LO2 Be able to plan an animation to a client brief
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		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 15 Create audio-visual promos	LO2 Be able to generate ideas for an original audio-visual promo
		Unit 16 The creation and use of sound in media	LO3 Be able to plan the production of sound elements for identified media purposes
		Unit 17 Visual and special effects	LO2 Be able to plan audio-visual content with multiple effects for an identified purpose
		Unit 18 Cinematography	LO2 Understand the cinematic lighting techniques for a location, set and moving subject
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product	LO1 Be able to generate ideas for an original media product based on a client brief
Unit 22 Scripting for media products	LO2 Be able to generate ideas and plan the script for a media product, in response to a client brief LO3 Be able to produce the script for a media product, in response to a client brief		
Unit 23 Create a personal media profile	LO2 Be able to scope and plan content for a personal media profile		

This unit (Unit 2)	Title of suggested activity	Other units/LOs	
LO4	How to evaluate pre-production documents in relation to their effectiveness for media products – student created documents	Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief LO2 Be able to plan and develop pre-production materials for an original media product to a client brief
		Unit 4 Interactive media product	LO2 Be able to initiate, plan and design a new interactive media product to a client brief
		Unit 5 TV and short film production	LO1 Be able to create pre-production materials for an extract for an original TV programme or short film
		Unit 7 Journalism and the news industry	LO3 Be able to research and plan content for an article
		Unit 9 Comics and graphic novel storytelling	LO2 Be able to plan the production of an original graphic novel or comic
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		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
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Unit 23 Create a personal media profile	LO2 Be able to scope and plan content for a personal media profile		

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit


Key term	Explanation
Advertising	Payment of money from brands and organisations in return for placement of promotional material on pages or during a production.
Call sheet	A sheet that contains the detailed plan of tasks, personnel and resources for a day of the production.
Contingencies	A back-up resource, extra time that is allocated to a task.
Crowdfunding	Method of raising finance for a project by collecting contributions from a large number of people/groups.
Ethical issues	Problems arising in a situation whereby the alternatives must be considered as being either right or wrong and not in a legal sense. This decision is based upon the moral viewpoint of an individual or organisation.
Geo-demographics	Classification and description of people based upon where they live.
Legislation	A law that is created by an Act of Parliament or other governing body (international law).
Production schedule	Overview of a media production with all the tasks, resources and timescales included.
Psychographics	The study of personality, values, interests and lifestyles of individuals and groups of people.
Proposal	Document setting out the initial idea for a project. This is shown to the client.
Recce	Pre-production visit to a location to be used in production. Used to check logistical and safety issues.
Regulation	Rules or laws that control or govern an individual's or organisation's conduct.
Revenue	The income (money) that an organisation receives from its normal business activities.
Socio-economic	How the economic activity of individuals/organisations affects their behaviour.



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
Difference between legislation and regulation	A piece of legislation is a law created by an Act of Parliament whereas a regulation is a rule that is created by a governing body to enforce a law.	http://www.differencebetween.net/miscellaneous/difference-between-legislation-and-regulation/
Pre-production processes in the incorrect order	<p>Pre-production comprises the development phase of a product.</p> <p>This moves from research to generating ideas through to production of detailed documents and the securing of resources.</p>	<p>http://www.slideshare.net/MissConnell/film-development-pre-production-production A presentation that outlines the pre-production process.</p> <p>http://cosmictimes.gsfc.nasa.gov/universe mashup/classroom/explore_planning.html A website from NASA that provides information about the overall process.</p>


SUGGESTED ACTIVITIES



LO No:	1		
LO Title:	Understand the factors that need to be considered during the planning of a media product		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>What do you need for a digital media project?</p> <p>Lesson Element 1 – Factors affecting production: Activity 1</p>	<p>Tutors could divide learners into small groups providing each with a copy of the ‘Children’s Shoes’ video brief, asking them to analyse the brief and highlight the issues that need to be considered during the pre-production for the video. Areas that could be considered are:</p> <ul style="list-style-type: none"> • client production requirements • logistical and facilities • legal and regulatory issues. <p>The learners could create a mind map of these issues, which could then be presented to the whole group.</p> <p>Useful research links include:</p> <p>Ofcom: http://www.ofcom.org.uk/</p> <p>Pre-production forms: http://www.filmcontracts.net/contracts/list.php?category=17</p> <p>Pre-production documents: http://www.sothetheorygoes.com/pre-production-documents/</p>	1 hour	Unit 1 LO4
<p>Finance – What do I need and how can I get it?</p>	<p>This task is aimed at developing the learner’s ability to analyse a product and evaluate the financial issues that would need to be considered during its development. The learners could then develop their ability in trying to gain the finance for the project.</p> <p>Tutors could provide learners with existing digital media products and set learners the task of: deconstructing the project into small sections and identifying what finance would be needed for that section (e.g. wages, rentals, purchases).</p> <p>Learners could research potential sources of finance for the project:</p> <ul style="list-style-type: none"> • For each source learners could estimate how much income they can gain from it. • To gain the income from these sources it is necessary to persuade them to finance the project. Learners could write a short presentation that would persuade the sources to finance the project. <p>Useful resource:  http://www.bfi.org.uk/about-bfi/partnerships/creative-europe-funding</p>	2.5 hours	Unit 3 LO2 Unit 17 LO2 Unit 20 LO2 Unit 21 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>What staff does a project need?</p>  <p>Lesson Element 1 – Factors affecting production</p>	<p>Tutors could provide learners with the 'Children's Shoes' video brief, and then in small groups ask them to research into what the staffing requirements are for this project. Learners are expected to deconstruct the project to identify the staffing requirements and then compile skill requirement lists.</p> <p>Learners could use the client brief document for Lesson Element 1 – Factors affecting production and then:</p> <ul style="list-style-type: none"> • Identify the staff roles that would be needed to complete the project. • For each of the roles identified, describe the skillset that they would need to fulfil the role. <p>Learners could create a presentation to deliver to the rest of the group, setting out the job roles and skills required to create a successful project.</p> <p>Useful resource: http://creativeskillset.org/job_roles_and_stories/job_roles</p>	1.5 hours	
<p>What are the legal impacts on the project?</p>  <p>Lesson Element 1 – Factors affecting production: Activity 2</p>	<p>Using the 'Children's Shoes' video brief tutors could ask learners to create a brief summary document of the legal issues that surround the project. In this document the learners could:</p> <ul style="list-style-type: none"> • identify the legal issue • include a basic explanation of legislation related to the issue • summarise the steps required for the project to comply with the legislation. <p>Useful resources: http://www.pegi.info/en/index/ http://www.ofcom.org.uk/</p>	1.5 hours	Unit 1 LO6 Unit 15 LO2 Unit 16 LO3 Unit 17 LO2 Unit 20 LO2

SUGGESTED ACTIVITIES

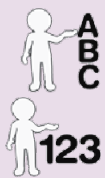
LO No:	2		
LO Title:	Be able to interpret client requirements and target audience considerations		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Types of client brief (i.e. contractual, negotiated, informal, tender, formal)	<p>Tutors could create a matching activity as a starter task or group activity that includes a range of different client brief types and their definitions. Learners could be tasked with matching a selection of client briefs and identifying their classification (e.g. contractual, negotiated, informal, tender, and formal).</p> <p>Tutors could divide the learners into small groups, then using the internet and any other resources available in centre, learners could carry out research to find examples of client briefs (also called creative briefs or tenders) for each category. Alternatively, tender documents/briefs could be provided by businesses through employer engagement and used for this activity.</p> <p>The learners could review a selection of briefs and discuss in each group what they feel the classification is for each brief, based upon the brief's content and how it has been written.</p> <p>Each group could focus on two specific brief types from:</p> <ul style="list-style-type: none"> • contractual • negotiated • informal • tender • formal. <p>Using an example brief, each group could create and deliver a briefing document explaining the differences between their two types and illustrating the content/information which is specific to its classification.</p> <p>Useful resource:  http://www.ipa.co.uk/Document/The-Client-Brief-summary-best-practice-guide</p>	2 hours	

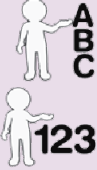
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>How can I analyse a client's needs? – SWOT</p>  <p>Lesson Element 2 – Computer game requirements: Activity 1</p>	<p>Learners will need to have an understanding what the client wants and how to analyse client briefs to identify their requirements and also the factors that could impact on the project's successful completion by considering:</p> <ul style="list-style-type: none"> • explicit requirements • implicit requirements • requirements that are open to interpretation • constraints. <p>This could be explored by tutors giving learners a brief, such as 'The Road Safety Computer Game' brief from Activity 1 of the Lesson Element. Tutors could place learners into pairs and they could use their prior learning from LO1 to deconstruct the requirements of the brief and carry out a SWOT analysis of the project. Learners could present their findings to the whole group or place them in a blog for peer review/comments.</p> <p>As an extension learners could then identify ways that the threats and weaknesses can be minimised.</p> <p>In the Computer game requirements Lesson Element activity the learners will analyse the 'Road Safety Computer Game' brief by carrying out a SWOT analysis, considering the client's explicit and implicit requirements, those open interpretation, and constraints. This SWOT analysis will then be saved for future reference.</p> <p>Useful resource: https://www.mindtools.com/pages/article/newTMC_05.htm</p>	1.5 hour	Unit 1 LO5 Unit 3 LO1 Unit 4 LO2 Unit 5 LO1 Unit 9 LO2 Unit 10 LO2 Unit 11 LO2 Unit 12 LO2 Unit 13 LO2 Unit 14 LO3 Unit 15 LO2 Unit 16 LO3 Unit 17 LO2 Unit 18 LO3 Unit 20 LO2 Unit 21 LO1


Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>How can I analyse a client's needs? – mood board</p>  <p>Lesson Element 2 – Computer game requirements: Activity 2</p>	<p>Learners need to develop their skills for producing a range of pre-production documents considering the brief that they have been given. Tutors could provide the learners individually with the 'Road Safety Computer Game' brief. Learners could produce a mood board for the game considering the purpose and audience of the game exploring socio-economic, gender, ethnic group, geo-demographics, mainstream versus niche etc.</p> <p>Tutors could then task learners with critiquing each others' mood board focussing on how well it meets the brief's needs and how it can be improved. Learners will develop their collaboration skills, therefore becoming more effective team members.</p> <p>Learners could undertake Lesson Element 2 – Computer game requirements: Activity 2 and then create a mood board for the project.</p> <p>Useful resource: http://www.ipa.co.uk/Document/The-Client-Brief-summary-best-practice-guide</p>	1 hour	Unit 1 LO5 Unit 3 LO1 Unit 4 LO2 Unit 5 LO1 Unit 9 LO2 Unit 10 LO2 Unit 11 LO2 Unit 12 LO2 Unit 13 LO2 Unit 14 LO3 Unit 15 LO2 Unit 16 LO3 Unit 17 LO2 Unit 18 LO3 Unit 20 LO2 Unit 21 LO1
<p>How to consider the target audience</p>  <p>Lesson Element 2 – Computer game requirements: Activity 2</p>	<p>The target audience of any project needs to be considered during the design aspects of the pre-production. Tutors could provide learners with the 'Road Safety Computer Game' brief, asking them in pairs to create a presentation that analyses how the age of the target audience will affect the development of the game.</p> <p>Learners should consider how the target audience's age will affect the:</p> <ul style="list-style-type: none"> • game content – both graphically and in the text used • complexity of the game – both in its structure but also in its control system • certification of the game. <p>Learners could look at one aspect of the target audience (e.g. its age) and the impact that it will have on the game design.</p> <p>Useful resource: https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/integrated-marketing-communications-12/selecting-the-promotion-mix-for-a-particular-product-84/target-market-characteristics-421-4126/</p>	1 hour	Unit 12 LO2 Unit 14 LO3 Unit 20 LO2 Unit 21 LO1



SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Be able to plan the pre-production of a media product		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Developing a production schedule	<p>Learners need to be able to plan a project looking at how the production can be scheduled so that a successful project is delivered. Tutors could divide learners into small groups and using the 'Children's Shoes' video brief and their earlier analysis of requirements, ask them to hold a production meeting where they deconstruct the brief to plan how the production will take place.</p> <p>Learners could plan the tasks, deadlines and milestones that will be required to manage the project efficiently and create a project timeline schedule for the creation of the media product, to include:</p> <ul style="list-style-type: none"> • tasks that need to be done • deadlines for each task • milestones within the tasks and the overall project. <p>Learners could swap project timeline schedules with other groups for feedback.</p> <p>An extension task could be for learners to review this feedback and identify how any weaknesses in the schedule could be eradicated.</p> <p>Useful resources:</p> <p>http://www.pmi.org/About-Us/About-Us-What-is-Project-Management.aspx</p> <p>http://www.projectlibre.org/</p> <p>http://www.dpbestflow.org/node/635</p>	2.5 hours	Unit 3 LO1 Unit 4 LO2 Unit 5 LO1 Unit 9 LO2 Unit 12 LO2 Unit 13 LO2 Unit 14 LO3 Unit 15 LO2 Unit 16 LO3 Unit 17 LO2 Unit 18 LO3 Unit 20 LO2 Unit 21 LO1



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p data-bbox="159 240 383 268">Managing logistics</p>  <p data-bbox="159 751 439 842">Lesson Element 3 – Game project documentation: Activity 2</p>	<p data-bbox="517 240 1608 331">Once the timescale of project has been planned then the production meeting needs to consider what resources will be needed for the project and how they can be allocated to the various aspects of the project.</p> <p data-bbox="517 368 1608 427">Building upon earlier work on deconstructing the ‘Road Safety Computer Game’ brief, tutors could ask learners to produce a presentation to be delivered to the whole group that:</p> <ul data-bbox="517 432 1608 592" style="list-style-type: none"> • identifies what resources will be needed e.g. computers, staff, studios, actors • explains how these will be allocated at different stages of the project to ensure that: <ul data-bbox="539 496 1093 592" style="list-style-type: none"> – resources are not wasted – minimal time is lost waiting for resources to arrive – duplication of resources is minimised. <p data-bbox="517 624 1608 719">Feedback could be provided to ensure that time and money are allocated efficiently to achieve the most economical production, as would be the case with a real industry project. Tutors could ask other learners to critique the presentation, suggesting ways that the resource allocation could be improved.</p> <p data-bbox="517 751 1608 847">In the Lesson Element Game project documentation, learners are required to analyse and allocate resources to a given project brief. As an additional activity, they could produce a presentation to deliver to the whole group.</p>	1.5 hours	Unit 8 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p data-bbox="159 240 450 300">Creating pre-production forms</p>  <p data-bbox="159 847 495 906">Lesson Element – Factors affecting production: Activity 3</p>	<p data-bbox="517 240 1608 363">A number of legal issues must be addressed during the pre-production stage. One of these is ensuring that all resources are available for use; this can include actors. Tutors could divide learners into pairs and ask each pair to consider what will be required to gain permission for a child actor to take part in the 'Children's Shoes' video. Factors that should be considered are:</p> <ul data-bbox="517 371 757 592" style="list-style-type: none"> • parental consent • age • working hours • activity undertaken • schooling • payments • image usage/rights. <p data-bbox="517 628 1608 719">Once this has been presented to the whole group, learners could be asked to design and create a release form that the parents of a child actor would sign to grant permission. This form is a necessary pre-production document and needs to be specific to the brief.</p> <p data-bbox="517 756 1608 815">In the Lesson Element Factors affecting production: Activity 3, learners will need to research into and then design a release form that can be given to the parents of the child actors in the advert.</p> <p data-bbox="517 852 1200 911">Useful resource: http://www.sothetheorygoes.com/pre-production-documents/</p>	1.5 hours	Unit 3 LO1, LO2 Unit 4 LO2 Unit 5 LO1 Unit 7 LO3 Unit 9 LO2 Unit 10 LO2 Unit 11 LO2 Unit 12 LO2 Unit 13 LO2 Unit 14 LO3 Unit 15 LO2 Unit 16 LO3 Unit 17 LO2 Unit 18 LO3 Unit 20 LO2 Unit 21 LO1 Unit 22 LO2, LO3 Unit 23 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Who do you need in term of staff?</p>   <p>Lesson Element 3 – Game project documentation: Activity 1</p>	<p>Staffing is a major resource for any media production project; as with other resources such as cameras, computers etc, staff need to be allocated correctly to minimise cost implications and maximise efficiency in the production.</p> <p>Using earlier work where the ‘Road Safety Computer Game’ brief has been used, tutors could ask learners, working in small groups, to allocate the staffing resources to complete various tasks, considering:</p> <ul style="list-style-type: none"> • skills required • any cross-over of skills/abilities • ensuring that all resource requirements are in the same place at the same time • time restrictions for activities e.g. age related, location related. <p>The project team for the task can then be created and the various activities allocated to them as appropriate. This can be presented to the whole group.</p> <p>An extension task could be that learners review feedback received and identify how any weaknesses in the use of resources could be minimised and contingency plans created.</p> <p>Using the brief provided in Lesson Element 3 – Game project documentation: Activity 1, learners could research the staffing requirements for a project and then create a team to carry out the project.</p> <p>Useful resources: http://creativeskillset.org/ http://www.totaljobs.com/careers-advice/job-profile/media-jobs</p>	1.5 hours	

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to create and evaluate pre-production documents for a new media product		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Creating a variety of pre-production documents in relation to different media products – storyboard	<p>There are a range of industry standard pre-production documents that can be used to help learners to develop their knowledge of what needs to be included for a successful production. Tutors should ensure that learners are aware of the conventions that exist when producing storyboards and how the document will be used by the other crew members.</p> <p>Tutors could ask learners to individually create a storyboard that includes a suitable storyline for 20 seconds of the 'Children's Shoes' video. Learners could ensure that the technical aspects of the storyboard are included, such as:</p> <ul style="list-style-type: none"> • shot length • camera angle • camera movement • sound effects. <p>Learners could swap storyboards with each other for feedback.</p> <p>An extension task could be that learners review this feedback and identify how any weaknesses in the storyboard could be eradicated.</p> <p>Useful resources: http://www.filmcontracts.net/contracts/list.php?category=17 http://makingthemovie.info/2005/02/free-paperwork.html http://www.sothetheorygoes.com/pre-production-documents/ http://www.dpbestflow.org/node/635</p>	1.5 hours	Unit 3 LO1, LO2 Unit 4 LO2 Unit 5 LO1 Unit 7 LO3 Unit 9 LO2 Unit 10 LO2 Unit 11 LO2 Unit 12 LO2 Unit 13 LO2 Unit 14 LO3 Unit 15 LO2 Unit 16 LO3 Unit 17 LO2 Unit 18 LO3 Unit 20 LO2 Unit 21 LO1 Unit 22 LO2, LO3 Unit 23 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Creating a variety of pre-production documents in relation to different media products – visualisation</p>	<p>Tutors should ensure that learners know that these visualisation diagrams would be given to other members of the production team who may not be in the same building or even country as them. As a result, detail and clarity is important to ensure that the final product matches the design. There are a range of industry standard documents that can be used as templates that can help learners to develop their knowledge of what needs to be included.</p> <p>Tutors could split learners into small groups and provide them with the 'Road Safety Computer Game' brief. Each group could create a visualisation diagram for either the Start screen or in-game play screens of the game on a tablet computer.</p> <p>Learners would be expected to ensure that the technical aspects of the visualisation diagram are included such as:</p> <ul style="list-style-type: none"> • colours • fonts • alignments • image placement and style. <p>Learners could swap visualisation diagrams with other groups for feedback.</p> <p>An extension task could be that learners review this feedback and identify how any weaknesses in the visualisation diagrams could be removed.</p> <p>Useful resources: http://www.filmcontracts.net/contracts/list.php?category=17 http://makingthemovie.info/2005/02/free-paperwork.html http://www.sothetheorygoes.com/pre-production-documents/ http://www.dpbestflow.org/node/635</p>	1.5 hours	Unit 3 LO1, LO2 Unit 4 LO2 Unit 5 LO1 Unit 7 LO3 Unit 9 LO2 Unit 10 LO2 Unit 11 LO2 Unit 12 LO2 Unit 13 LO2 Unit 14 LO3 Unit 15 LO2 Unit 16 LO3 Unit 17 LO2 Unit 18 LO2 Unit 20 LO2 Unit 21 LO1 Unit 22 LO2, LO3 Unit 23 LO2
<p>How to evaluate pre-production documents in relation to their effectiveness for media products – real world projects</p>	<p>Evaluating the effectiveness of pre-production documentation is vital in ensuring that the final version that is sent to the production team is effective. The documents need to be considered in relation to:</p> <ul style="list-style-type: none"> • Suitability of content for meeting the brief and aiding the production team in producing the product. • Suitability of content for the target audience. <p>Tutors could divide learners into small groups and ask them to evaluate an existing media pre-production document that could be sourced from the internet or a local media business. The groups can then present their evaluation to the whole group, possibly making suggestions on how the document could be improved.</p>	45 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>How to evaluate pre-production documents in relation to their effectiveness for media products – student created documents</p>	<p>Having produced their own documents, it's important that learners evaluate them and receive feedback on them so that they can be improved.</p> <p>Tutors could provide pairs of learners with either the storyboard created for the 'Children's Shoes' video or the visualisation for the 'Road Safety Computer Game' and ask them to evaluate the documents commenting on the:</p> <ul style="list-style-type: none"> • suitability of content for the document to be used to aid the production of the product • suitability of content of the document in terms of target audience. <p>The pairs of learners will then create a presentation of their evaluation to deliver to the rest of the group. Tutors should prompt the learners to ensure that the evaluation is effective in its use of:</p> <ul style="list-style-type: none"> • positive language • consideration for the original designer/creator • specific feedback on any suggested improvement – justifying why it would make the document more effective. 	1.5 hours	Unit 3 LO1, LO2 Unit 4 LO2 Unit 5 LO1 Unit 7 LO3 Unit 9 LO2 Unit 10 LO2 Unit 11 LO2 Unit 12 LO2 Unit 13 LO2 Unit 14 LO3 Unit 15 LO2 Unit 16 LO3 Unit 17 LO2 Unit 18 LO2 Unit 20 LO2 Unit 21 LO1 Unit 22 LO2, LO3 Unit 23 LO2



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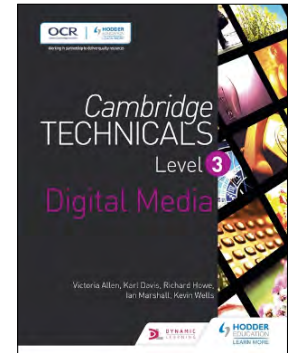
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