

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA



A PROJECT APPROACH TO DELIVERY
– MOVING IMAGE AND AUDIO PRODUCTION

Version 1

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INTRODUCTION

The purpose of this guide is to give you an overview of how you could holistically deliver a range of units from Cambridge Technicals in Digital Media Level 3.

Link to qualification: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite/>

The intention is for learners to enhance their understanding of the production of an audio-visual digital media product working to professional standards and guidelines. In this project learners will participate in activities that allow them to demonstrate skills in research, planning, development of pre-production documentation, filming, sound recording, sourcing assets and post-production tasks relevant to the development of an original infomercial. Learners will be able to evidence their development of these skills in the context of the creation of an infomercial for a local community charity. The project approach has been developed in partnership with Gabrielle Media, and is supported by their recommended resources.

When delivering any qualification it is always useful to be able to look at the full range of units selected and consider how they are or could be linked together – a holistic approach.

A holistic approach will provide learners with a structured plan to teach the learners how a range of topics work together across a number of units, providing them with some understanding of how skills and knowledge link together in a professional and creative environment.

Please note that this Project Approach **MUST NOT** be used directly for assessment purposes. It is intended to support the teaching and learning of the units specified.



THIS PROJECT APPROACH ENABLES THE DELIVERY AND FACILITATION OF LEARNING OF THE FOLLOWING UNITS:

Unit	LO
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
	LO2 Be able to record production materials for an extract for an original TV programme or short film
	LO3 Be able to edit materials in post-production to create an extract for an original TV programme or short film
	LO4 Be able to present the extract to gather and evaluate audience feedback
Unit 15 Create audio-visual promos	LO1 Understand the purpose of audio-visual promos
	LO2 Be able to generate ideas for an original audio-visual promo
	LO3 Be able to produce production materials for an original audio-visual promo idea
	LO4 Be able to finalise production materials for an original audio-visual promo idea
Unit 16 The creation and use of sound in media	LO1 Understand how sound elements are used across media industries
	LO2 Know the techniques and processes used to create sound elements
	LO3 Be able to plan the production of sound elements for identified media purposes
	LO4 Be able to record, edit and review sound elements
Unit 17 Visual and special effects	LO1 Understand how effects are used in the production of audio-visual media
	LO2 Be able to plan audio-visual content with multiple effects for an identified purpose
	LO3 Be able to produce and review planned audio-visual content
	LO4 Be able to edit, export and review the production



The intention is that the learners will be taught a range of knowledge and skills within each of the units and then carry out relevant review activities at various stages. Each of the review activities (once successfully completed by the learner) will provide all the required underpinning knowledge for their final assessment.

The practice review activities within the modules must not be used for final assessment purposes of Cambridge Technicals in Digital Media Level 3.

Model assignments for each of the mandatory centre-assessed units (Units 3, 4 and 5) for Cambridge Technicals in Digital Media Level 3 units can be found at: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite/>

It is assumed that the learners will be given the opportunity to carry out activities that will enable them to practice the skills they have learnt within each module prior to being given final assessment activities.

When considering a holistic approach to delivery and learning it is important to consider the overall objectives. In this guide the objectives are to:

- Deliver four units of Cambridge Technicals in Digital Media Level 3
- Structure a programme of learning and reviews which is exciting and engaging for learners
- Provide learners with an overview of how the knowledge and skills gained in one unit, support the knowledge and skills used within other units
- Provide learners with an opportunity to consider how they would use their social and communication skills holistically within the working environment.

A WORD ABOUT GABRIELLE MEDIA SERVICES

As an independent audio-visual media production company, Gabrielle Media Services (GMS) are a Coventry based production company born in 1996 with many years of broadcast and corporate experience behind it and over the years we've used that experience to deliver engaging and innovative films.

GMS produce promotional, training, brand, viral and corporate films. Offering, the full film production service, from initial engagement and conception, script development through to the final delivery of the film via cross media platforms. For many clients such as: Boots, NHS, Texaco and Land Rover, to name but a few.

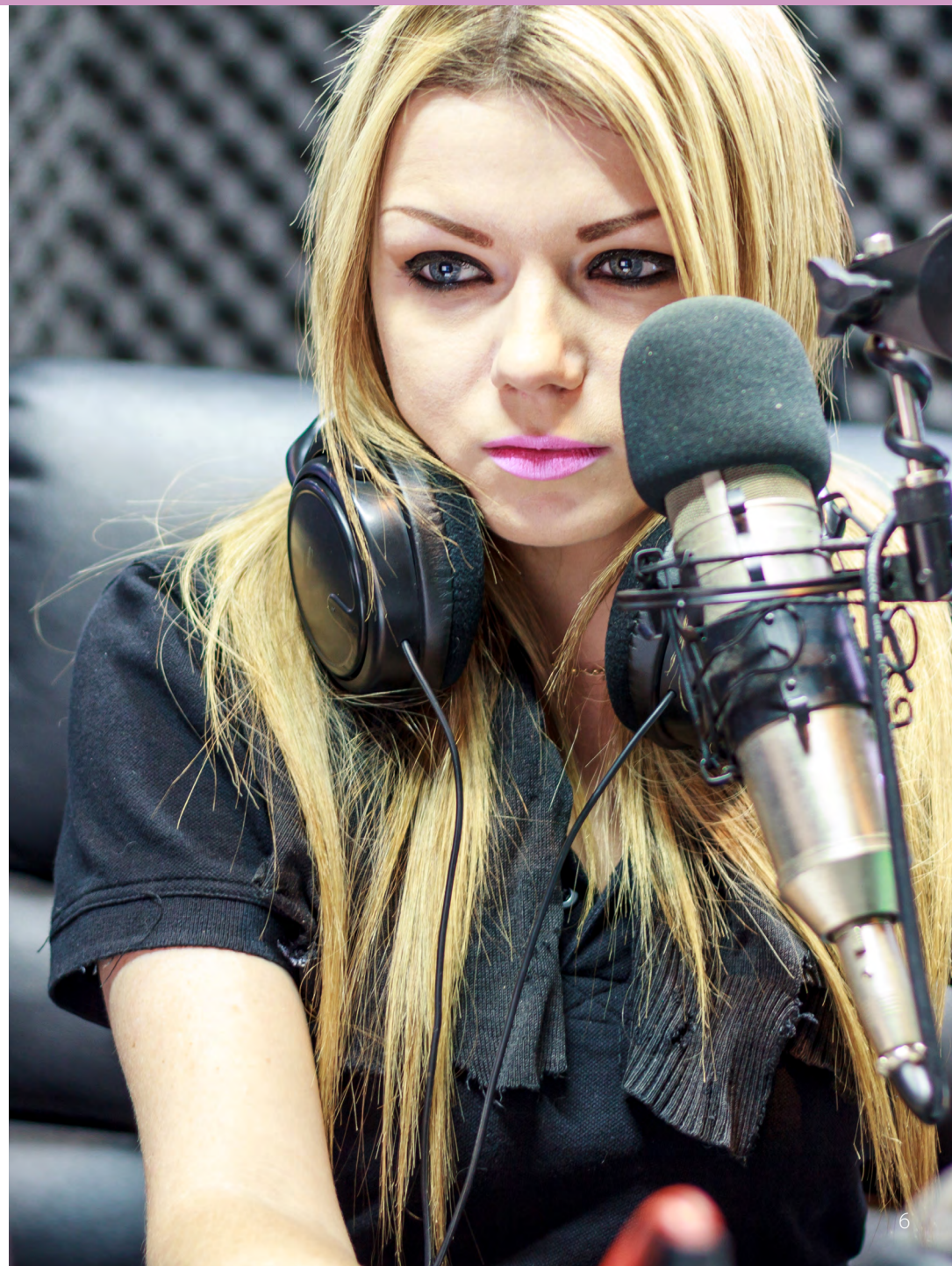
GMS ethos is a creative driven film production company. We think differently and use film to tell the story which will inspire audiences. We keep audiences engaged, entertained and most importantly, we make films that will be remembered. We're passionate, innovative and love making films.

At GMS we believe that providing young people with an exciting, real life project is the most successful way of sparking an interest and helping learners really appreciate and understand the media production industry needs in, helping to address some of the skills gap the UK faces. Ensuring that, Film and Media remains an extremely powerful tool to communicate ideas and stories, through a rich combination of sight and sound, motion and emotion. Film stimulates our senses like no other medium.

We were therefore delighted to be approached by OCR to partner them in helping in the development of this approach project. The Infomercial Project, providing learners with the opportunity of quality academic study combined with real world activities. Giving learners an opportunity to engage in a series of learning tasks that facilitate vocational learning and helps them to experience the technical requirements needed by the industry for today's media production roles.

The partnership with OCR and GMS has developed an engaging project which we believe will help to support the needs of learners and the education sector to provide a talent pool of highly-skilled young people.

<http://www.gabriellemedia.co.uk/>



ABOUT THE MODULES AND ACTIVITIES

The guide is divided into five modules which may be sub-divided or combined according to the teaching time available.

The tables below show where each of the modules in this project provides delivery approaches and learning opportunities to ensure a thorough review of skills and understanding, prior to final assessment and evidencing by the learner.

Please note that should assessment be presented in a similar holistic way, learners must be able to present clearly mapped evidence for each of the centre-assessed units (Unit 2, 6, 8, 12, 13, 14, 17 and 18).

BY UNIT/LEARNING OUTCOME (LO)

	LO1	LO2	LO3	LO4
Unit 5 TV and short film production	Be able to create pre-production materials for an extract for an original TV programme or short film	Be able to record production materials for an extract for an original TV programme or short film	Be able to edit materials in post-production to create an extract for an original TV programme or short film	Be able to present the extract to gather and evaluate audience feedback
Unit 15 Create audio-visual promos	Understand the purpose of audio-visual promos	Be able to generate ideas for an original audio-visual promo	Be able to produce production materials for an original audio-visual promo idea	Be able to finalise production materials for an original audio-visual promo idea
Unit 16 The creation and use of sound in digital media products	Understand how sound elements are used across media industries	Know the techniques and processes used to create sound elements	Be able to plan the production of sound elements for identified media purposes	Be able to record, edit and review sound elements
Unit 17 Visual and special effects	Understand how effects are used in the production of audio-visual media	Be able to plan audio-visual content with multiple effects for an identified purpose	Be able to produce and review planned audio-visual content	Be able to edit, export and review the production

BY MODULE

Module	Unit	LO	Activity
Module 1	Unit 5	LO1	Activity 3, 4
	Unit 15	LO1	Activity 1, 2
		LO2	Activity 3, 4
	Unit 16	LO1 and LO2	Activity 1, 2
	Unit 17	LO1	Activity 1, 2
Module 2	Unit 5	LO1	Activity 1-7
	Unit 15	LO2	Activity 1-7
	Unit 16	LO3	Activity 2, 3, 7
	Unit 17	LO2	Activity 1, 2, 7
Module 3	Unit 5	LO1	Activity 1
		LO2	Activity 2, 3, 4, 5
	Unit 15	LO2	Activity 1
		LO3	Activity 2, 3, 4, 5
	Unit 16	LO3	Activity 4
	Unit 17	LO3	Activity 2, 3

Module	Unit	LO	Activity
Module 4	Unit 5	LO3	Activity 1-5
	Unit 15	LO4	Activities 1-5
	Unit 16	LO4	Activities 1-5
	Unit 17	LO3 and LO4	Activities 1-5
Module 5	Unit 5	LO4	Activities 1-4
	Unit 16	LO4	Activities 1-4
	Unit 17	LO4	Activities 1-4

ASSESSMENT OF UNITS

This project provides opportunities to produce additional and separate evidence to meet the assessment requirements of units 5, 15, 16 and 17.

This is summarised in the table below which indicates how each module and activity provides an opportunity for additional and separate evidence for each unit. Completion of the modules does not guarantee all criteria have been met; this is entirely dependent on the quality of the evidence produced.

This project approach should be read in conjunction with the published grading criteria in the unit documents. This project approach should be read in conjunction with the published grading criteria in the unit documents.

METHODS OF ASSESSMENT

Unit No	Unit title	How are they assessed?
Unit 5	TV and short film production	Internal = Centre assessed and moderated by OCR
Unit 15	Create audio-visual promos	Internal = Centre assessed and moderated by OCR
Unit 16	The creation and use of sound in media	Internal = Centre assessed and moderated by OCR
Unit 17	Visual and special effects	Internal = Centre assessed and moderated by OCR



THE PROJECT BRIEF



Learners are asked to create an infomercial for a local charity or community organisation. The project outcome will be the production of a main infomercial for one of the charities either an animal charity or community charity organisation. The infomercial should be suitable for distribution by the chosen charity across different media platforms. A teaser promo that can be distributed via social media before the release of the main product is also required. The brief allows scope for the use of a range of production techniques that apply to the production of television, film, and audio-visual promos.

Tasks are to:

- Research the conventions of existing infomercials
- Research and plan an infomercial for a chosen charity or community organisation
- Outline client requirements after initial engagement
- Create a treatment for the charity or community client that will outline your ideas
- Create all pre-production documentation and planning materials, including storyboards, scripts, recces and risk assessments
- Set up and use professional equipment to record sound and video and log each filming session
- Conduct interviews as part of the filming sessions
- Import all assets into professional audio-visual editing software

- Produce edit logs and edit the material to create an offline edit
- Gain initial feedback from client, in order to make changes
- Apply audio dubbing techniques to the soundtrack
- Apply advanced visual and special effects to the infomercial
- Gain feedback on the infomercial from the client and final edit sign-off.

This work can be undertaken as an individual or within a team. If working as part of a team learners are expected to contribute to each of the areas (and be able to evidence this contribution) in order to gain the experience and knowledge required to successfully complete the Cambridge Technicals Digital Media Level 3 (moving image and audio pathway) units. Communication, flexibility, reliability and working as part of a team are vital skills required by digital media production companies and this project approach will allow learners to develop and practice these skills across all activities.

An infomercial (a compound word created from 'information' and 'commercial') is an audio-visual digital media product between 5 and 20 minutes long that aims to provide a target audience with more detail about a product or service than a normal 30 second advertisement could provide. Infomercials are distributed across television and online video on demand services and aim at building awareness of a product or service by demonstrating its use and benefits. Very often infomercials will include telephone; web and social media contact details so that the audience can respond directly. Successful infomercials feature enough detail to encourage the target audience to take some form of

action after they have seen it. Infomercials are therefore visually appealing with particular care taken to ensure that all planned video footage, sound and special effects creates an immediate impact on the audience.

Gabrielle Media is an independent audio-visual media production company that specialises in the creation of cross platform advertisements, company promos and documentaries, and they have created a number of successful infomercials for charities across the UK. They are now looking for innovative new approaches for a project designed to create awareness about one of a number of local charities so that audiences are aware of what they do and how they can become involved with fundraising activities.

Successful infomercials feature enough detail to encourage the target audience to take some form of action after they have seen it. Infomercials are therefore visually appealing, informative and fit for purpose with particular care taken to ensure that all planned video footage, sound and special effects creates an immediate impact on the audience.

Learners will engage with a range of production techniques, including the research, use of pre-production documentation, use of professional moving image and audio production equipment and editing of audio and video content. HD prosumer video equipment (such as Canon 650d, Sony 4k cameras) and editing software (such as Adobe Premiere, Adobe Audition, Final Cut Pro, Avid) will be used to record and edit the raw material, and special effects software (such as Adobe After Effects) will be used to add professional title sequences and visual edits. Learners will develop practical on location production skills and post-production skills relevant to the production of successful infomercials.



MODULE 1



GENERATING IDEAS FOR AN INFOMERCIAL FOR A CHARITY OR COMMUNITY ORGANISATION

Link to qualification: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite/>

The delivery begins with unit 5 (LO1), unit 15 (LO1 and LO2), Unit 16 (LO1 and LO2) and unit 17 (LO1 and LO2).

Before learners can begin planning their infomercial they need to have a good understanding of:

- The purposes of audio-visual media products and their target audiences, and how these might be applied to the production of an original infomercial
- The production techniques and conventions used in creating audio-visual media products, and how these might be applied to the production of an original infomercial and teaser promo
- The post-production techniques and conventions used in creating audio-visual media products, and how these might be applied to the production of an original infomercial and teaser promo
- The client and the type of organisation they will be working with
- How to generate ideas for an original infomercial and teaser promo
- How to document ideas for an original infomercial and teaser promo.

The following units and learning outcomes are included within this module:

Unit No	LO No	LO
Unit 5	LO1	Be able to create pre-production materials for an extract for an original TV programme or short film
Unit 15	LO1	Understand the purpose of audio-visual promos
	LO2	Be able to generate ideas for an original audio-visual promo
Unit 16	LO1	Understand how sound elements are used across media industries
	LO2	Know the techniques and processes used to create sound elements
Unit 17	LO1	Understand how effects are used in the production of audio-visual media
	LO2	Be able to plan audio-visual content with multiple effects for an identified purpose

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.

PRACTICE REVIEW ACTIVITIES FOR MODULE 1

ACTIVITY 1

As an introduction to both audio-visual promos and moving image and audio products, learners could work in small teams to identify five different types of promos that they have seen recently. They need to identify the purpose and target audience of each one, and potential conventions.

Learners could then extend their research to identify at least two examples of each different type of audio-visual promos by the end of their research:

- Music video (e.g. <http://www.mtv.co.uk/music/videos>)
- Advertisement (e.g. <http://www.creativeblog.com/3d/top-tv-commercials-12121024>)
- Promo documentary (e.g. for an educational establishment <http://www.utcsheffield.org.uk/showcase/film/creative-industrious/>)
- Trailer – film, TV programme, game, animation (e.g. <http://trailers.apple.com/> or <http://www.tvguide.com/special/fall-preview/videos/>)
- TV ident for a new programme (e.g. <http://theident.gallery>).

Learners could then think about the ways in which the promos they have watched approach the following to communicate meaning:

- narrative (e.g. structure)
- performance (e.g. use of actors, performers)
- explore production techniques used (e.g. equipment used, lighting technique, locations)
- editing techniques (e.g. continuity and non-continuity and visual effects and use of transitions)
- titles and graphics
- use of non-diegetic sound (e.g. background music, incidental music)
- use of diegetic sound (e.g. dialogue).

They should then discuss thoughts as a group.

Learners should compare at least two of the promos in depth using the communication criteria above, plus any additional comparisons they may want to include or they may have identified during discussions. The group could then discuss how each of the criteria are used to communicate the message and specifically explore how sound elements and visual effects are used to enhance content material and how effective this is.

ACTIVITY 2

Learners could think about main production techniques and generic conventions (mise-en-scene and SFX, camerawork, editing, sound) that contribute to audience understanding of the message within an infomercial.

Learners then use this starting point and the resources evaluate five infomercials specifically and identify the following:

- target audience/demographic
- specific product or service
- what the audience are being encouraged to do
- most notable production techniques (mise-en-scene, camerawork)
- most notable post-production techniques/conventions (visual effects)
- how sound is created and used in the infomercials (diegetic, non-diegetic).

USEFUL WEBSITES

RSPCA Australia: <https://www.youtube.com/watch?v=0d9KIUSXFUQ>

Various charity: <http://www.dragonfly.co.uk/specialist-video-services/charity-video-production/>

Various commercial: <https://www.youtube.com/watch?v=Ym5hp88JuAU&list=PLmN1B8EnPL42QgDn8p3hXN2kSyrR2z>

Reinforcing earlier learning and analysing in more depth to discuss the similarities and differences between the five different infomercials, outlining what different approaches each one takes and how the production and post-production techniques have been used in the creation of the infomercials.

PRACTICE REVIEW ACTIVITIES FOR MODULE 1

ACTIVITY 3

Learners should work in pairs or small teams to investigate at least five local charities or community organisations but not part of a larger organisation. They should look at:

- what the charity or community organisation does, its objectives, its mission statement and who it is they are supporting
- fundraising activities that the organisation currently promotes
- how the organisation creates awareness
- how the organisation establishes a brand identity.

Whilst the tutor is likely to have their own list of local charities and community organisations, learners could use the following resources in order to support their awareness of national animal welfare and community organisations:

- <http://www.charitychoice.co.uk/charities/animals>
- <https://www.princes-trust.org.uk>
- <https://www.gov.uk/find-a-community-support-group-or-organisation>

Individually learners could then produce a short report or presentation using the information. To explore the comparisons between the different organisations and the approaches they take when fundraising and creating awareness.

This will give clarity on which they want to approach for their infomercial services. Learners should then make contact with their chosen charity or community organisation via email, outlining their brief.

ACTIVITY 4

Learners will need to meet with their chosen charity or local community organisation to clarify what content they would like to be included in the infomercial (e.g. mission statement, objectives) deadlines dates and any interaction/involvement they will have in production.

Learners could explore their understanding by starting to create visualisation documents (e.g. mind maps, mood boards) of the key areas to demonstrate initial planning and the production of an early concept documentation under headings 'locations', 'personnel / participants', 'titles and graphics', 'sound'.

They should then communicate these to the client for feedback.



PRACTICE REVIEW ACTIVITIES FOR MODULE 1

ACTIVITY 5

Once approved by the client it is important to ensure that ideas and initial visualisations are fully communicated to the full production team. This is usually done through the creation of a treatment.

Treatments usually include information such as:

- purpose
- legal and ethical issues
- audience
- genre
- locations
- personnel
- equipment
- budgeting
- distribution/scheduling
- visual and sfx
- sound and music.

Learners could explore producing a treatment for the infomercial using the following resource for support:

- <http://www.writing.ie/resources/tv-treatments-what-they-are-and-why-you-need-one-part-1-of-2/>
- <http://www.writing.ie/resources/tv-treatments-what-to-write-about-part-2-of-2/>

ACTIVITY 6

Learners should create a proposal for the teaser promo based on the information created in Activity 5 for the main infomercial and identify the key elements that need to be included in this production.



MODULE 2



DEVELOPING PRE-PRODUCTION AND PLANNING DOCUMENTATION FOR AN INFOMERCIAL AND TEASER PROMO FOR A CHARITY OR COMMUNITY ORGANISATION

Link to qualification: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite/>

The delivery begins with Unit 5 (LO1), Unit 15 (LO2), Unit 16 (LO3) and Unit 17 (LO2).

In Module 1 learners developed their concept designs and visualisation ideas for the infomercial and teaser promo. Before learners can record the audio and video for their infomercial they need to have a good understanding of pre-production processes:

- Creating a production schedule or work plan with key deadlines and milestones
- Consider budget and any additional costs
- Creating a script for the infomercial, including sound elements
- Creating a storyboard/animatic for the infomercial, including use of visual effects
- How to complete recce and risk assessments
- Consider regulatory guidelines
- Consider legal guidelines.

The following units and learning outcomes are included within this module:

Unit No	LO No	LO
Unit 5	LO1	Be able to create pre-production materials for an extract for an original TV programme or short film
Unit 15	LO2	Be able to generate ideas for an original audio-visual promo
Unit 16	LO3	Be able to plan the production of sound elements for identified media purposes
Unit 17	LO2	Be able to plan audio-visual content with multiple effects for an identified purpose

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.

PRACTICE REVIEW ACTIVITIES FOR MODULE 2

ACTIVITY 1

Learners should create work plans/schedules for the production of the infomercial and teaser promo. The plan or schedule should clearly outline the daily/weekly activities and milestones, timings and contingency plans, along with resources etc.

The plan should also make reference to research into the budget that would be needed to make the infomercial and teaser trailer. This may include a negotiation with the client if there is a budget available. The budget may include research into the cost for:

- equipment required to film and edit
- crew/personnel daily rate
- transport
- location hire
- software required to edit.

Learner should use industry standard pre-production resources to help create their schedule <https://www.filmsourcing.com/blog/production-documents/>

Learners should present this to the client for feedback as part of their official pre-production documentation.

ACTIVITY 2

Learners should now start to explore scriptwriting for their production. As an initial research task, tutors could ask learners to work in pairs and access one script from the resource: <http://www.bbc.co.uk/writersroom/scripts>

Learners could print their script and highlight the key industry formatting conventions from the following list:

- synopsis
- capitalisation of character
- indentation
- action
- parenthetical instruction
- sound effects
- intonation
- voice over.

Learners should demonstrate their understanding by writing their script for the voiceover / participant interviews for the infomercial in a similar convention format.

Learners should present this to the client for feedback as part of their practice pre-production documentation.

ACTIVITY 3

Learners should now look at the creation of storyboards. As an initial research activity tutors could ask learners to work in pairs and access one storyboard from the resource: <http://flavorwire.com/349534/awesome-storyboards-from-15-of-your-favorite-films>

Learners should look at the conventions of storyboarding and identify the following:

- scene content (written annotation)
- scene content (images)
- shot type annotations
- movement of character annotations
- sound effects annotations
- editing annotations.

Learners should then show their understanding by creating storyboards/animations for the infomercial and teaser. It could include practice elements from the list above, based on their research to ensure they meet the approaches of the charity or community organisations existing campaigns, culture and ethics. They could use support resources such as:

- <http://www.storyboardthat.com/>
- <https://www.toonboom.com/resources/video-tutorials/chapter/animatic>

Learners should present this to the client for feedback as part of the practice for the process of pre-production documentation.

PRACTICE REVIEW ACTIVITIES FOR MODULE 2

ACTIVITY 4

Learners should start to explore the recce process and requirements, in preparation for on-location or studio filming. Learners could visit the locations that are going to be used when filming video material and recording sound for the infomercial and teaser promo (this may be a studio or on location).

Tutors could guide learners through sample recce resources such as:

- http://medialab.st-andrews.ac.uk/training/documents/BBC_recce_checklist.pdf
- <http://screenhi.co.uk/production/recce>
- <http://www.camberwellstudios.co.uk/film-production-guides/film-making-tips/53-what-to-look-for-in-a-film-studio-recce-.html>

Learners should explore completing and recording recce findings for each filming location. These documents can then be used as part of their practice pre-production documentation.

ACTIVITY 5

Learners should consider the health and safety risks involved with filming the planned infomercial and teaser promo, including: lifting equipment, water damage, heights, darkness, working alone and transportation requirements.

Learners should use sample risk assessment resources such as:

- <http://screenhi.co.uk/production/risk-assessment>
- <http://www.myportfolio.net/blogs/blog213/year-one/year-two/production-folder/health-safety-risk-assessment/>

Learners should work towards identifying what they need to assess when completing a risk assessment when filming and recording sound in different locations and why hazards need to be outlined to all stakeholders.

Learners should begin to explore all potential locations risks for their infomercial (this may be a TV or drama studio if the centre has such facilities) and start to develop the skills to conduct a risk assessment. They should link this to specific ideas for content and narrative that they discussed in earlier.

Learners should identify all equipment and complete example risk assessments for use when filming the planned content.

The documentation will act as part of their practice pre-production documentation, allowing them to acquire the skills and techniques they will have to use in completing the course.



PRACTICE REVIEW ACTIVITIES FOR MODULE 2

ACTIVITY 6

As a starting point, learners could use the following resource to summarise key broadcast codes:

- http://stakeholders.ofcom.org.uk/binaries/broadcast/code-july-15/Ofcom_Broadcast_Code_July_2015.pdf

Learners could use the ASA resources for the production of adverts/infomercials:

https://www.asa.org.uk/Consumers/What-we-cover.aspx?gclid=CjwKEAjwgPe4BRCB66GG8PO69QkSJAC4EhHhEKncHTdiRL4FHcXf5507v-EzvhJNAEtIwCe_EpwRYBoCxSvw_wcB

Using their planning for the infomercial and teaser promo outlined in Module 1 and the activities so far in Module 2, learners could consider the following:

- audience
- distribution
- scheduling time (e.g. is it before the watershed if a music video or trailer for a game or TV programme)
- type of content
- budget proposal for feasibility of production.

Learners could then investigate what rules they will need to abide by from the main regulatory bodies. Learners could expand their thoughts further and explore how the rules will impact on the content of their infomercial and teaser promo.

ACTIVITY 7

Using their planning for the infomercial and teaser promo knowledge acquired and the activities so far, learners should make a list of all the graphic and sound assets that they need to create or source. This should also link to a consideration of the final file format that the infomercial and teaser promo will be exported as based on the client's choice of distribution.

Learners should create a table that outlines all of these assets. To include the asset name, the purpose of the asset and potential legal issues/problems that will need to be addressed along with a potential source for the asset (voice artist release forms, PPL, PRS, performing rights, royalties, copyright).

Learners could demonstrate that they know where they can access assets. Tutors could demonstrate creative commons resources such as:

- <https://www.freesound.org/>
- <https://audionetwork.lgfl.org.uk/terms.aspx>

Creative Commons is an organisation that provides free, easy-to-use copyright licenses to make a simple and standardised way to give the public permission to share and use creative work and intellectual property. More information can be found at www.creativecommons.org

Learners should discuss why they have chosen to use certain assets, instead of others and how the chosen assets support the needs of the brief. This should also show consideration and understanding of choice of assets based on final file export and distribution.

MODULE 3



RECORDING AUDIO AND VIDEO FOR AN INFORMERCIAL FOR A CHARITY OR COMMUNITY ORGANISATION

Link to qualification: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite/>

The delivery begins with Unit 5 (LO1 and LO2), Unit 15 (LO3), Unit 16 (LO3 and LO4) and Unit 17 (LO3).

Before learners can edit their infomercial they need to:

- Set up camera, lighting and audio equipment in preparation for filming the infomercial and teaser promo
- Record the video and audio footage for the infomercial and teaser promo
- Creating shot logs and logging rushes.

The following units and learning outcomes are included within this module:

Unit No	LO No	LO
Unit 5	LO1	Be able to create pre-production materials for an extract for an original TV programme or short film
	LO2	Be able to record production materials for an extract for an original TV programme or short film
Unit 15	LO3	Be able to produce production materials for an original audio-visual promo idea
Unit 16	LO3	Be able to plan the production of sound elements for identified media purposes
	LO4	Be able to record, edit and review sound elements
Unit 17	LO3	Be able to produce and review planned audio-visual content

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.

PRACTICE REVIEW ACTIVITIES FOR MODULE 3

ACTIVITY 1

Learners should use the learning and finding from earlier to create a call sheet for each filming/audio recording session for the production of the infomercial and teaser promo. The call sheet should clearly outline activities, dates, times, equipment and contingency plans in order so that each member of the production team is organised.

Learner should use industry standard production documents to help create their call sheets:

- <https://www.filmsourcing.com/blog/production-documents/>

Tutors should ensure, learners understand the importance of ensuring the documents content and structure suits their needs.

ACTIVITY 2

Learners may set-up camera equipment so that they can record footage for the infomercial and teaser promo.

Learners should explore how to complete the following tasks and organise the equipment they would need to:

- review pre-production documentation and risk assessment, to ensure they are following the required practices
- set-up the tripod
- mount a camera on a tripod and check it is level
- mount a camera on a slider, jib or dolly mount
- if required setup lighting equipment (see activity 3)
- turn camera on and set the white balance
- focus a camera on a subject/object
- test record video footage for 10 seconds
- frame interview shots and compose a variety of different shot types (in line with the learners storyboard).

Learners may work in small teams using the call sheets they have produced to film the planned material for the production of the charity or community organisation.

Learners should log the equipment, features, functions and potential issues to ensure that they have a reference for future shoots as they broaden the range of equipment they use. This may include taking for future reference location photos when filming the production of the charity or community organisation using a camera or smartphone device. They should explore rushes annotation and the types of information they should include and further explore why they have chosen the equipment set up approaches and why they have used the filming techniques they did.



PRACTICE REVIEW ACTIVITIES FOR MODULE 3

ACTIVITY 3

Learners should practice setting up lighting equipment in order to be able to film their promo.

Learners should be given the lighting equipment available at the centre (e.g. studio lights, softboxes and spotlights) and manipulate the lighting in order to create the following techniques:

- high key lighting
- low key lighting
- mood lighting
- arrangement of a three point lighting set-up
- chiaroscuro.

Learner should then work in pairs/teams to evaluate the different connotations of these lighting techniques in relation to the context of their infomercial brief and when the techniques might be used.

Learners should consider logging their thoughts on lighting techniques alongside camera techniques for future reference. They may annotate as the film progresses with ideas, changes and problems.

ACTIVITY 4

Learners should practice setting up audio recording equipment to ensure they can record sound before recording on-set audio for their infomercial and teaser promo.

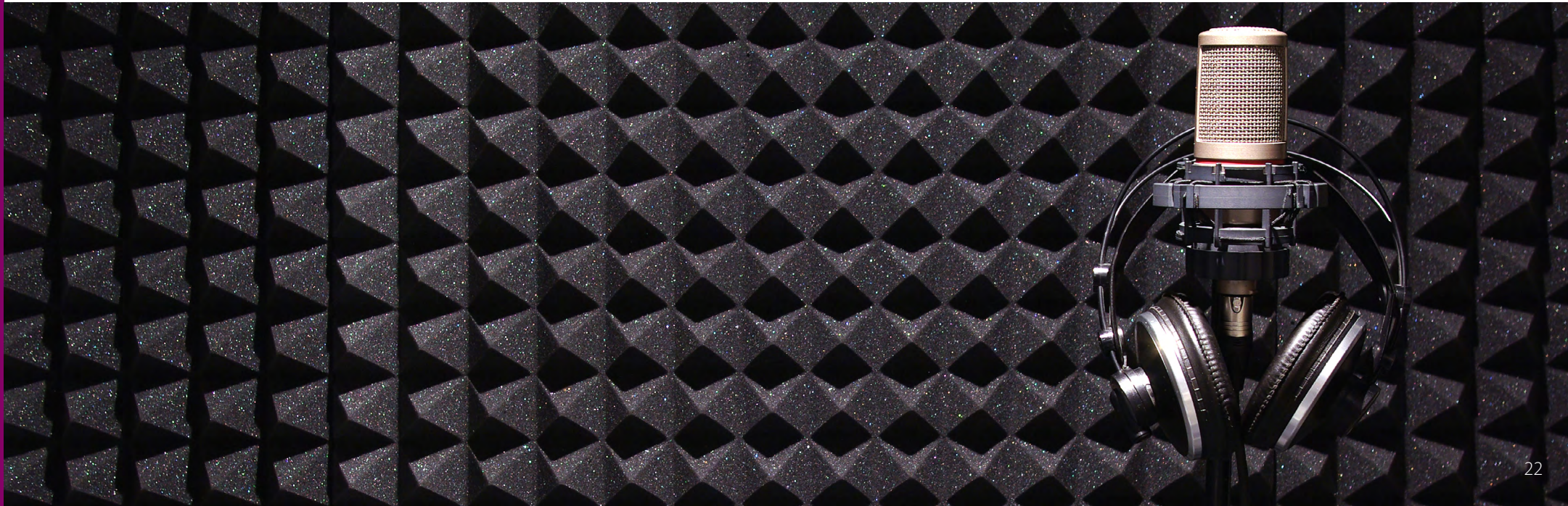
Learners should be given the sound equipment available at the centre (e.g. headphones, on-camera microphones, booms and windshields, lapel microphones).

Learners should then to choose at least two of the following types of diegetic sound and record a sample using the audio equipment:

- dialogue from the script
- foley sound effects
- wildtrack
- atmospheric sound.

Learners could then share their work in teams to evaluate the quality of the sound recordings for the different sounds.

Learners could for future reference keep notes and images on how they setup the equipment when recording audio by taking location photos using a camera or smartphone. They could practice further the annotation of rushes and exploring why they have used the recording techniques they have.



PRACTICE REVIEW ACTIVITIES FOR MODULE 3

ACTIVITY 5

Learners should continually evaluate the hours of both usable and unusable footage which has been filmed.

It is important to check whether the filming session was successful and that all the planned filming has taken place, identifying any necessary re-film footage requirements. Learners identify this though referring to their earlier call sheets created during pre-production.

Whilst in many cases, software can log rushes; it is useful that learners practice this skill with the early takes of their production footage.

Logging of rushes will always be time-coded and it is important that learners become familiar with this.

Learners could look at the in-point and the out-point of each usable piece by viewing it on the camera and write the time-code into a log template such as those found at: <http://www.videomaker.com/video-production-forms-download>

The in-point is the place that you want your selection of a piece of footage to start from, and the out-point is the place that you want the selection to end. This is important because the timecode can be noted down to allow careful selections from each filming session to be made.

Learners could for future reference keep notes and images on how they evaluate the rushes after each filming session and the techniques they've used by taking location photos using a camera or smartphone. They could complete this as a group discussing what they could change in terms of camera and lighting techniques. A good example of how to evaluate the rushes, learners could conduct an interview piece in order to illustrate their observation and understanding of framing and audio techniques. They could further explore their decisions to re-film or not and why they have made those decisions.



MODULE 4

APPLYING POST-PRODUCTION TECHNIQUES TO THE FOOTAGE AND AUDIO FOR AN INFOMERCIAL FOR A CHARITY OR COMMUNITY ORGANISATION

Link to qualification: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite/>

The delivery begins with Unit 5 (LO3), Unit 15 (LO4), Unit 16 (LO4) and Unit 17 (LO3 and LO4).

Before learners can edit their infomercial they need to:

- Import footage and audio for the infomercial and teaser promo
- Create the offline edits for both products.
- Gain client feedback on both offline edits
- Apply client change requirements for client review and feedback
- Commence online edit
- Apply audio dubbing techniques to the productions
- Apply visual and special effects to the productions.

The following units and learning outcomes are included within this module:

Unit No	LO No	LO
Unit 5	LO3	Be able to edit materials in post-production to create an extract for an original TV programme or short film
Unit 15	LO4	Be able to finalise production materials for an original audio-visual promo idea
Unit 16	LO4	Be able to record, edit and review sound elements
Unit 17	LO3	Be able to produce and review planned audio-visual content
	LO4	Be able to edit, export and review the production

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



PRACTICE REVIEW ACTIVITIES FOR MODULE 4

ACTIVITY 1

Learners should learn how to import footage into the video editing software, for example, Adobe Premiere or Final Cut Pro X.

Learners should discuss the properties and options required or available to them. Using the footage they have filmed for the infomercial and teaser promo, learners should set up a project file using post-production software with properties that will export at suitable quality for television and/or film distribution. If the footage has have been filmed in HD or 4K, this option should be chosen when setting up a project file, for example for HD, the properties should be set at 1080p (50i) at 25frames per second. Learners should decide whether the project they are creating should be set at a standard or widescreen ratio. They should set up two sequences, one for the main infomercial and one for the teaser promo.

It is recommended that learners create a folder in an agreed location where all their footage will be stored from their camera. They should then import the required footage identified in earlier activities, and set the in and outputs in the editing software. Learners may for future reference keep notes of their learning from importing footage by using screen grabs or screen recordings (e.g. Quicktime, Captivate or CamStudio (<http://camstudio.org/>, Quicktime), which they could place on their blog.

Learners could justify their project file settings in a short report.

ACTIVITY 2

Learners now need to apply the shot logging skills to create an edit log/decision list. This would support their documentation on the creation of offline edits for both the main infomercial and teaser promo.

Before any special effects or audio editing is to take place, learners must create an offline edit. Learners could explore continuity and non-continuity editing techniques and how to use these techniques on the footage they have stored.

Throughout the process of documenting footage, learners should complete an edit decision list (EDL). This enables learners to note all of the in and out points on the footage and is industry good practice. The following resource could assist learners with this task: <http://www.dependentfilms.net/files.html>

Digital edit decision lists are also widely used and tutors could encourage learners to complete these using relevant software, such as: <http://www.videomaker.com/article/c3/17029-shot-lists-and-edit-decision-lists-keeping-organized>. They should discuss the benefits and problems they see for both and the purpose.

Once all footage has been documented on the EDL, it can be exported in an appropriate format. Learners understand the importance of naming a offline edits with suitable file names (e.g. offline_edit_V.01.mp4) to show their progression of different versions and the changes they make.

Learners should then evaluate the quality of the offline edits in pairs or as small groups and suggest the next steps for further development, including any visual and audio effects that need adding to meet the client requirements.

ACTIVITY 3

Learners should gain feedback on the offline edits by sharing the material with the client in a safe and secure/password protected online area such as www.dropbox.com. (The client for this activity can be either a tutor or any media organisation that you are working with).

Learners should provide the client with a structured feedback chart that will allow them to comment on the camerawork and raw continuity edits in the offline pieces. There could be a rating system to gain quantitative data and sections for in depth qualitative comments by the client.

Learners should read the feedback and identify the changes they need to make. They should consider why these changes need to be made in relation to the brief, purpose and audience and whether the original documentation could have been more detailed.

PRACTICE REVIEW ACTIVITIES FOR MODULE 4

ACTIVITY 4

Learners should act on the feedback from the client to further inform their choices of visual and special effects. They should make a list of all the visual effects that they wish to use, following specific conventions of infomercials and teaser promos, in relation to the specific charity or community organisation. They should source any further assets needed and discuss changes with peers/team/group.

Learners need to explore the software to be used such as, Adobe Premiere, Final Cut Pro and Adobe After Effects, for adding effects and transitions.

Learners should add a variety of different types of visual effects which could include some of the following to their offline edit:

- titles and logos
- brightness and contrast and lighting
- colour control
- logos and graphic elements
- transitions (e.g. cross dissolve, dissolve, fade, dip to white/black, wipe, graphic match).

NB Learners should ensure that they consider genre and conventions during this activity.

Support tutorials can be found at: http://www.videocopilot.net/tutorials/visual_effects/

Learners should discuss the impact that the visual effects and use of transitions has had on their offline edits and suggest improvements to the footage. The final edit should be exported in an appropriate format. Learners should be encouraged to continue naming the new edits with consistent names (e.g. visual effects_edit_V.01.mp4), following version control conventions.

ACTIVITY 5

As the next step in their editing process learners should reflect on their offline edits and make an initial list of all the diegetic sound elements that they wish to use, following the specific conventions of an infomercial and teaser promo. This enables learners to revise their production timescales if more audio recording is required.

Learners should practice and investigate the features and functions of the specific software packages, for example, Adobe Premiere, Final Cut Pro, Adobe Audition, Logic Pro X and Audacity all of which enable the editing of audio tracks.

Based on the material recorded during their practice and group activities, learners could import the sound or use the sound recorded by the camera.

In order to improve the sound of the version produced in the activity above, learners should practice and trail edits for at least two of the following:

- audio levels of dialogue
- wildtrack and editing of levels
- atmospheric sound and editing of levels
- foley sound/sound effects
- audio levels and transitions.

Learners should then discuss their edits and changes with the wider group. Learners should be encouraged to continue naming the new edits with consistent names (e.g. visual effects_edit_V.01.mp4), following version control conventions.

ACTIVITY 6

Learners should make a list of all the non-diegetic sound elements that they wish to use following earlier feedback from the client. This would enable learners to revise their production timescales in order to finalise and source non-diegetic soundtrack assets and they should do this and understand the purpose and implications.

Learners to should source any further music or audio required for:

- a theme tune or music for opening credits
- incidental music
- sound motifs.

One resource is www.freesound.org

Learners should import any assets they have sourced. They should then edit the non-diegetic music and audio to improve the sound on the current infomercial or promo. They should practice alignment so that any editing should match the visual content.

Learners should then discuss their edits and challenges with the wider group. Learners should be encouraged to continue naming the new edits with consistent names (e.g. visual effects_edit_V.01.mp4), following version control conventions.

MODULE 5



PRESENT INFOMERCIAL FOR A CHARITY OR COMMUNITY ORGANISATION, REVIEW FEEDBACK AND AMEND THE FOOTAGE AND AUDIO FOR FINAL PRODUCT

Link to qualification: <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite/>

The delivery begins with Unit 5 (LO3), Unit 15 (LO4), Unit 16 (LO4) and Unit 17 (LO4).

Before learners finalise the infomercial they need to:

- Gain final client feedback on the products by conducting screen tests
- Evaluate the feedback on the infomercial and teaser promo
- Export the final infomercial and teaser promo for client sign-off and distribution.

The following units and learning outcomes are included within this module:

Unit No	LO No	LO
Unit 5	LO4	Be able to present the extract to gather and evaluate audience feedback
Unit 16	LO4	Be able to record, edit and review sound elements
Unit 17	LO4	Be able to edit, export and review the production

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.

PRACTICE REVIEW ACTIVITIES FOR MODULE 5

ACTIVITY 1

Learners should discuss their understanding of export settings with their group and be encouraged to question those used and alternatives Learners may for future reference keep notes of their learning from exporting footage by using screen grabs or screen recordings (e.g. Quicktime, Captivate or CamStudio (<http://camstudio.org/>, Quicktime), which they could place on their blog.

For future reference learners could capture their learning through screen gabs, screen recordings or photos and upload these to a learning blog, or save them as part of a digital production folder. If this is the case, the H.264 option can be selected and learners can export the material as an mp4 file. Learners should be encouraged to continue naming the new edits with consistent names (e.g. visual effects_edit_V.01.mp4), following version control conventions.

Learners could discuss their project file settings in a group discussion.

ACTIVITY 2

Learners could conduct a screen test or presentation to the client and target audience members in order to gain feedback on the final products.

The presentation could include an embedded version of their production. Tutors should ensure, learners understand the importance of checking that the presentation room is set up and that all technology is working and seating is arranged.

Learners could then present the screen test to the client and target audience members.

ACTIVITY 3

Learners should learn how to gain feedback.

Learners could explore different types of questions; they could use and assess their usefulness, such as in questionnaires to see if clients, focus group or peers:

- understand purpose/narrative
- understand target audience
- quality of use of genre conventions and production techniques (mise-en-scene, camerawork and editing)
- quality of visual effects
- quality of use of sound and audio editing.

Questions should include a mixture of quantitative and qualitative questions. Open questioning techniques could be used. These allow for in depth, qualitative answers which will give a useful insight into whether, for example, the narrative and structure of the infomercial are understood. Closed questions should also be used which allow quantitative data to be analysed and therefore trends explored. It will be easy to analyse, for example, how many people believe the sound quality is good enough for professional distribution through a simple tally.

The questionnaires could be created using an online survey maker such as:

- <https://www.surveymonkey.co.uk/>
- <https://www.zoho.com/survey/>

Learners could then create and distribute their own questionnaire and give a timescale for feedback as a sample.

PRACTICE REVIEW ACTIVITIES FOR MODULE 5

ACTIVITY 4

Learners should analyse the strengths and weaknesses of their screen test, based on the feedback from their screen test and questionnaire.

Learners should tally the number of quantitative and qualitative responses and review the responses received as to value. A simple table can be used to support the analysis of data and an example can be found here: <https://www.economicsnetwork.ac.uk/handbook/questionnaires/23>

Learners should then evaluate the strengths and weaknesses of their production based on the following criteria:

- purpose and meeting the client brief/scenario requirements
- quality of production and post-production techniques.

Learners should then identify at least five ways that the production could be improved, based on the above, and justify their suggestions as part of a group discussion.



OTHER RESOURCES

Below is a list of resources available from the OCR website which can support the delivery of this project.

Delivery Guides

Delivery Guides contains suggestions for activities for lessons. There is a Delivery Guide for each unit, structured by learning outcome so that you can see how each activity helps learners cover the unit.



Lesson Elements

There is a selection of lesson elements available. Each one is a fully worked up lesson activities with teacher instructions and answer along with learner task sheets.



Cambridge Technicals Level 3 Digital Media textbook

Developed in partnership with Hodder Education this book covers a range of units within this qualification.

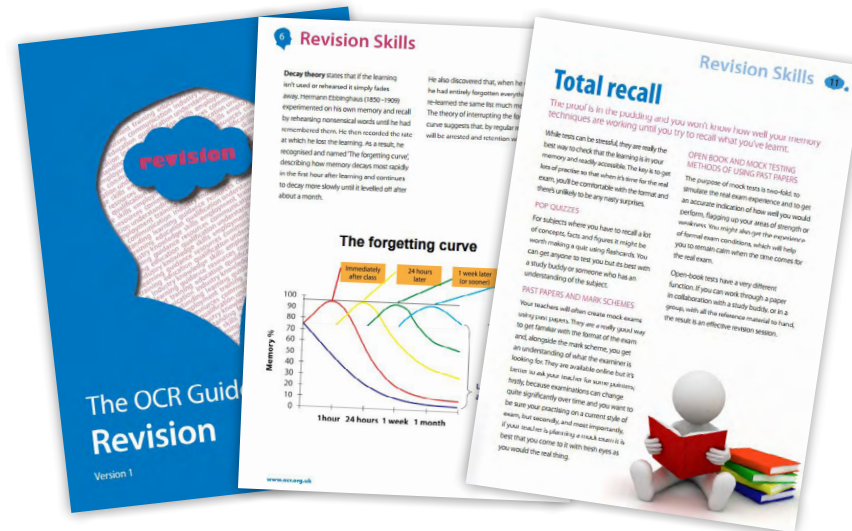
<http://www.hoddereducation.co.uk/Product/9781471874734>



Skills Guides

We have produced a range of skills guides covering a variety of topics including research, communication skills, managing projects and problem solving.

A full list can be found here: <http://www.ocr.org.uk/i-want-to/skills-guides/>





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