



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

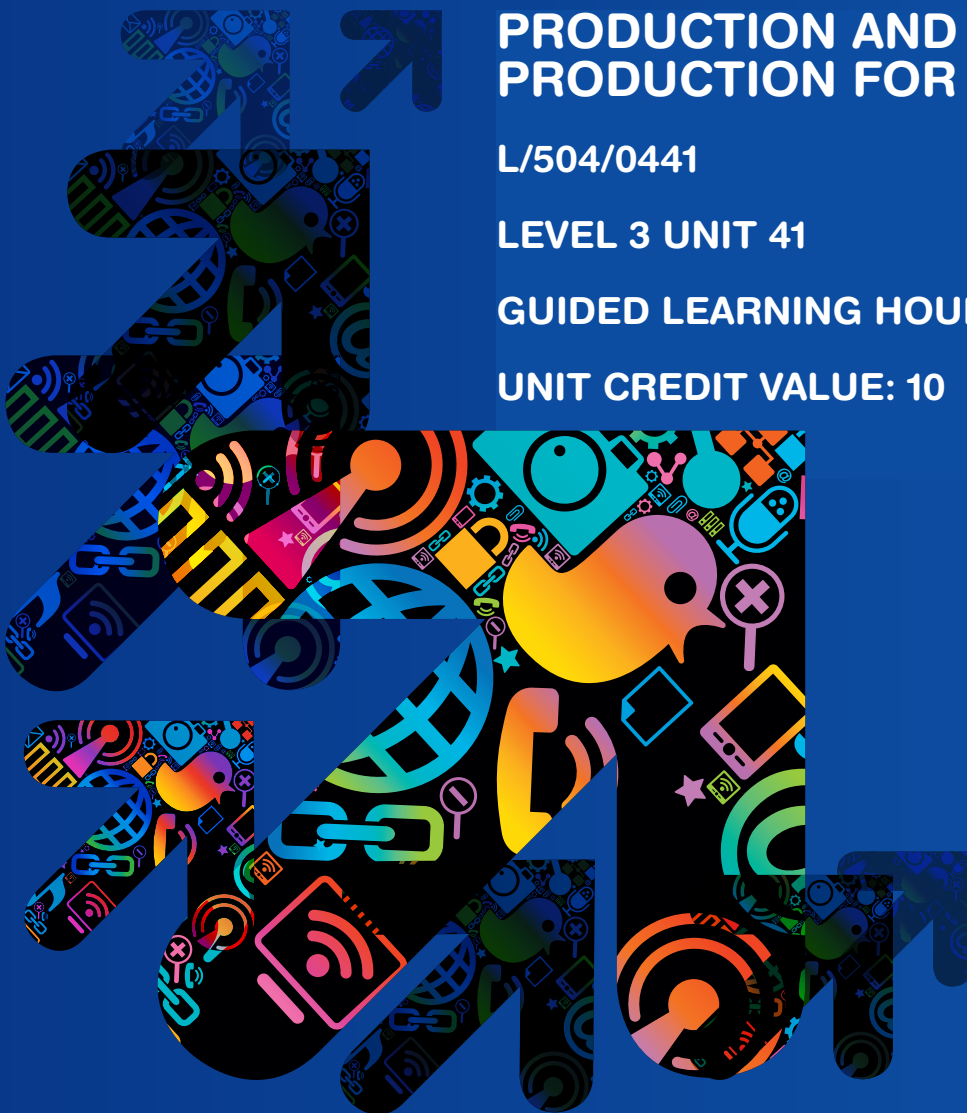
**PRODUCTION AND POST
PRODUCTION FOR FILM**

L/504/0441

LEVEL 3 UNIT 41

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



OCR 

PRODUCTION AND POST PRODUCTION FOR FILM

L/504/0441

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand how to produce pre-production material for a short film or sequence of a film, and how to produce and edit a short film or sequence of a film. They will also be able to propose certification for film, based on focus group feedback.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:		
1 Be able to produce pre-production materials for an original short film or sequence of a film	P1 Learners produce appropriate pre-production materials for an original short film, or sequence of a film, in a chosen genre including: a) treatment b) script c) storyboard d) set designs e) recce f) risk assessment g) daily shooting schedule h) crew and actor call sheets		
2 Be able to produce production materials for use in an original short film or sequence of a film	P2 Learners produce competent production materials for use in an original short film, or sequence of a film, by: a) setting up appropriate equipment b) following shooting script/storyboard c) following safe working practices d) following production processes	M1 Learners' filming is proficient. Camera, lighting, sound and mise en scène techniques are fit for purpose and used effectively to create meaning within the planned outcome. The footage for the original short film, or sequence of a film, produced by learners is generally of a good technical standard and quality	D1 The footage for the original short film, or sequence of a film, produced by learners is generally of a high technical standard and quality. Conventions of the chosen genre are followed, within the intentions of the production. The camera, lighting, sound and mise en scène are used to good effect to enhance meaning, within the intentions of the production
3 Be able to edit production materials to produce an original short film or sequence of a film	P3 Learners edit their production materials to produce a final competent original short film, or sequence of a film, by: a) logging rushes and creating edit decision list b) producing and reviewing an off line edit c) applying appropriate visual effects and transitions d) linking audio to visuals and applying audio effects	M2 Learners' editing is proficient and post-production additions are used effectively to create meaning within the planned outcome. The final edit of the original short film or sequence of a film, produced by learners is generally of a good technical standard and quality	D2 The final edit of the original short film, or sequence of a film, produced by learners is generally of a high technical standard and quality. It will be generally skilful with continuity and post-production additions being utilised to enhance meaning, within the intentions of the production
4 Be able to propose certification for the original short film or sequence of a film produced based on feedback gained from a focus group	P4 Learners host a screening for a focus group to gain feedback		
	P5 Learners propose a certification classification that is realistic and appropriate for the content of the original short film, or sequence of a film, produced based on feedback gained		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Be able to produce pre-production materials for an original short film or sequence of a film

For example:

- a) title, medium, running time, synopsis, key scenes, target audience etc.
- b) written interpretation of narrative using an industry standard format
- c) industry standard series of panels or rough sketches which outline the sequence of the scenes, action and the plot of the short film or sequence of a film to be shot, including sound
- d) annotated drawings of locations illustrating camera positions, lighting, use of natural light
- e) learners conduct recce of suitable indoor or outdoor locations for production work, for example: filming locations, interior i.e. studio location and exterior location etc. Take notes and pictures for rest of production team. Evidence could take the form of written notes, proforma, audio notes, photographs
- f) appropriate solutions for identified risk/hazard included on risk assessment – i.e. tripping hazards of wires – wires taped down, lighting burn hazard – warning clearly illustrated etc.
- g) a day-to-day running order including equipment and resources, personnel, activities, contingency plans etc.
- h) details of which crew and actors are required on set including time, location and scene to be filmed.

Be able to produce production materials for use in an original short film or sequence of a film

For example:

- a) including cameras, tripods, dollies, lighting, sound equipment
- b) use the pre-production material as reference to the production process
- c) working within the scope of the risk assessment and health and safety guidelines
- d) directing cast and crew to realise your visualisation of the pre production material, filming the production,

operating the camera under direction to produce the film footage, operating sound equipment and check sound using headphones during production, making notes with reference to the storyboard, suggesting changes.

Be able to edit production materials to produce an original short film or sequence of a film

For example:

- a) record and identify time code and description of all shots, select appropriate footage from the log; edit decision list can be paper-based, computer generated (EDLs), screen grabs
- b) produce an off line edit by placing selection of shots into the sequence in order without applying effects; make notes with reference to the storyboard and suggest changes
- c) apply visual effects, e.g. filters, colour correction, chromakey, preset explosions; apply transitions, e.g. wipes, cross dissolves, fades, titles, credits, spinning graphics, rolling credits
- d) audio dub, checking audio levels, apply wild tracks and make corrections where necessary, apply audio/sound effects (e.g. reverbs, thunder, gun shots), apply soundtrack to visuals.

Be able to propose certification for the original short film or sequence of a film produced based on feedback gained from a focus group

For example:

Use of questionnaires, written feedback, interview, question and answer sessions.

For example:

Use focus group feedback to inform proposal. Draft letter to the British Board of Film Classification.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with other units including 10, 11, 12, 16, 18, 40, 44, 45, 47 and 50.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork, this should be supported by a witness statement from the tutor. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: It may be helpful for learners to be exposed to a number of film genres (e.g. horror, action adventure, rom com, thriller, sci fi, epic), film trailers can be a valuable teaching resource, when introducing film genres to learners. When producing pre production material learners, where possible should be using professional practices, in this respect it may be helpful for learners to undertake visits to relevant media organisations, this may be particularly relevant where the centre has links to relevant industrial partners. Teacher led skills workshops could focus on developing key skills which learners would find beneficial in producing their own pre production material. Risk assessments should be conducted for every location where filming will take place, learners could include photographic evidence in addition to written notes, industry standard risk assessment formats should be adopted. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU)

may provide learners with useful sources of information.

When completing the shooting schedule, learners may find it helpful to have clear headings for each section so that the shooting schedule becomes a useful working document as well as providing evidence for the grading criteria. All evidence where possible, should reflect industrial working practices.

P2/M1/D1: Learners filming their short film or sequence should wherever possible work to a deadline and follow industry standard production processes. Learners should be taught appropriate production skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the centre. It is also important that learners adopt safe working practices in line with the media product they are producing. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. Evidence of the learner's contribution to the filming process, especially if working in a group, should be identified by the learner for instance photographs of learner setting up and using the equipment, a section of the filming the learner was responsible for. Evidence of learner filming should be supported by a witness statement from the tutor.

P3/M2/D2: When editing their short film or sequence learners should wherever possible work to a deadline and follow industry standard production processes. They should demonstrate their ability to apply appropriate visual effects and editing techniques that clearly enhance their production. These skills could be developed in skills workshops led by the tutor or visiting guest practitioners. Evidence of the learner's contribution to the editing process, especially if working in a group, should be identified by the learner for instance photographs of learner using the equipment to edit, a section of the edited film the learner was responsible for. Evidence of learner editing should be supported by a witness statement from the tutor.

P4: Learners should endeavour to pose probing questions about their product when seeking feedback. Evidence of feedback could take the form of written or verbal feedback, it is suggested that if the feedback is in verbal form the learner makes some form of recording of the feedback for evaluation purposes. A questionnaire or audio recording are suggested ways in which the feedback could be recorded.

P5: Using focus group feedback learners could propose a certification for their short film or sequence in a written format, an audio/audio visual presentation, a verbal presentation with supporting slide show or alternatively a letter to the British Board of Film Classification proposing/requesting a certification for their film.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books

Honthander, EL (2001)	<i>The Complete Film Production Handbook</i> Focal Press (3rd edition)
Katz, E (2008)	<i>The Film Encyclopedia: The Complete Guide to Film and the Film Industry</i> Collins (6Rev edition)
Rea, PW & Irving DK (2000)	<i>Producing and Directing the Short Film and Video, Second Edition</i> Focal Press (2nd edition)

Websites

www.bbfc.co.uk

www.primary-film-focus.co.uk

LINKS TO NOS

Skillset - Production Film and TV (2005)

- P8** Organise pre-production activities
- P9** Plan and schedule production activities (Revised December 2008)
- P15** Ensure compliance with regulations and codes of practice
- P30** Research and assess locations (Revised December 2008)
- P39** Plan and schedule the daily shoot
- P40** Monitor and control the progress of productions
- P44** Maintain continuity during the production
- P48** Plan and schedule post-production activities

Skillset – Lighting for Film and Television (2006)

- L6** Identify and select the lighting requirements for film and/or television productions
- L11** Set lighting to meet the desired effect

Skillset – Camera (2008)

- C28** Position and move the camera to frame and compose the image
- CCL1** Prepare camera equipment for each day's shoot
- CCL2** Set up camera equipment
- CCL5** Set up shots for camera
- CSS1** Analyse and break down scripts during pre-production
- CSS6** Maintain records of continuity and technical camera details during shooting

Skillset – Editing (2007)

- E13** Assemble pictures and sound to specification
- E14** Produce first cuts
- E15** Evaluate first cuts and agree changes to them
- E16** Produce fine cut/locked materials for final post-production
- E17** Prepare film materials for final post production visual effects
- E21** Select and assemble sound to support visual images

ENTO – Health and Safety Standalone Units

- HSS1** Make sure your own actions reduce risks to health and safety
- HSS6** Conduct a health and safety risk assessment of a workplace

Skillset – various

- X1** Contribute to good working relationships



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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