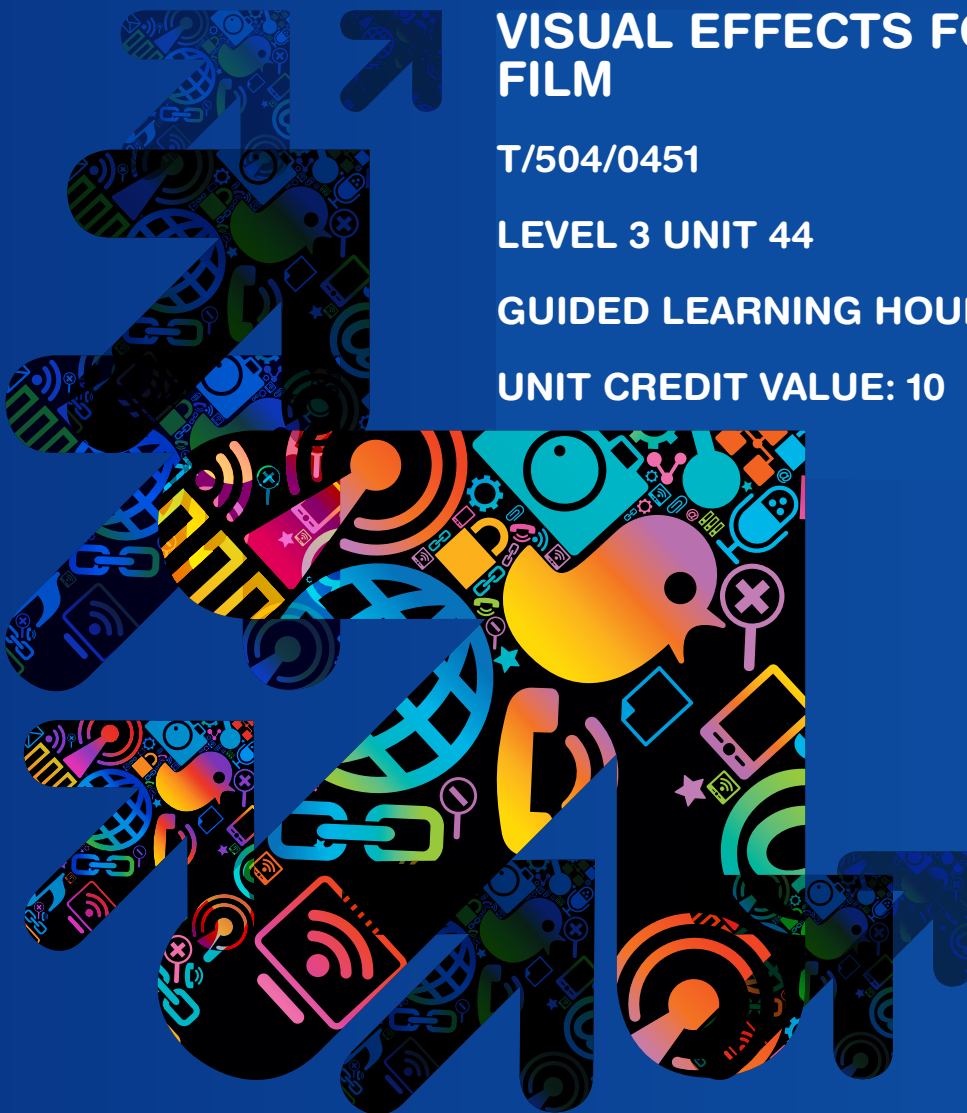




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OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA



VISUAL EFFECTS FOR TV AND FILM

T/504/0451

LEVEL 3 UNIT 44

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

VISUAL EFFECTS FOR TV AND FILM

T/504/0451

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand visual effects techniques, and their application, in digital post-production. Learners will be able to produce pre-production material for a sequence, containing a minimum of three different visual effects. They will then produce the footage, to contain the planned visual effects, and edit the final sequence.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand visual effects techniques and their application in audio-visual media products	P1 Learners analyse a range of visual effects techniques, and their application in digital post-production, using examples from a variety of audio-visual media products		
2 Be able to produce pre-production materials for a 2-3 minute audio-visual sequence, containing planning for visual effects	P2 Learners produce pre-production materials for a 2-3 minute audio-visual sequence, including: a) treatment or concept with planning for a minimum of three different visual effects b) script identifying the planned visual effects c) storyboard identifying the planned visual effects d) relevant recce(s) and risk assessment(s) e) production schedule	M1 Learners produce a proficient storyboard for a 2-3 minute sequence, which includes sound, mise en scène, production directions and the planned visual effects, which are appropriate to the intention of the 2-3 minute sequence. The storyboard produced is generally of a good technical standard	
3 Be able to produce footage, containing planned visual effects, for the 2-3 minute audio-visual sequence	P3 Learners produce sufficient footage, to contain their planned visual effects, for the 2-3 minute sequence, including: a) setting up appropriate equipment b) following script/storyboard c) following safe working practices d) following production processes	M2 Learners have generally set up equipment proficiently, and given some consideration to costume and props. The footage produced is generally of a good technical standard and quality, and is generally appropriate for the application of the visual effects. The footage may have some flaws that will affect the application of their planned visual effects	D1 Learners have ensured that the correct technical set up of equipment, and appropriate choice of costume and props has produced footage that is generally of a high technical standard and quality. The footage produced is fully appropriate for the application of their planned visual effects
4 Be able to edit footage to produce a 2-3 minute audio-visual sequence, containing planned visual effects	P4 Learners edit the footage produced to create a 2-3 minute sequence, by: a) logging rushes and create edit decision list b) producing and reviewing an off line edit c) competently applying their planned visual effects d) applying transitions e) linking audio to visuals and applying audio effects	M3 Learners select appropriate footage and apply their planned visual effects with proficient skill. The editing in the final product is generally well executed, and the planned visual effects are positioned appropriately within the sequence. The final edit may have some visual and/or audio flaws	D2 Learners' final edit is generally of a high technical standard and quality. The learner demonstrates a high level of attention to detail and uses complex techniques when applying visual effects. The editing and the application of visual effects in the resulting final product are generally 'invisible'. Learners' use of visual effects enhances meaning within the intentions of the sequence

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.

Understand visual effects techniques and their application in audio-visual media products

For example:

- digital compositing, bluescreen/greenscreen, chromakey, computer generated imagery, mattes, morphing, rotoscoping, 3D graphics etc.
- products where these techniques may be found are, for example: films, TV, programming, music promos, adverts, TV idents, animation, internet advertising and the companies that make them.

Be able to produce pre-production materials for a 2-3 minute audio-visual sequence, containing planning for visual effects

Sequence could be for example, a TV ad, a film trailer, an opening sequence of a film or TV programme, a sequence in a film or TV programme, TV ident:

- a) title medium, running time, synopsis, target audience, planned visual effects - which could be chromakey, flying sequences, invisibility, preset explosion
- b) written interpretation of narrative (e.g. using an industry standard format), including the visual effects - chromakey, flying sequences, invisibility, preset explosions etc.
- c) an industry standard series of panels or rough sketches that outline the sequence of the scenes, action, including sound and visual effects
- d) learners conduct recces of suitable indoor or outdoor locations for production work, for example: filming locations, interior i.e. studio location and exterior location etc.

Be able to produce footage, containing planned visual effects, for the 2-3 minute audio-visual sequence

For example:

- a) include cameras, tripods, dollies, lighting, sound equipment
- b) use the pre-production material as reference to the production process
- c) working within the scope of risk assessment and health and safety guidelines
- d) including visual effects footage (e.g. blue/green screen, foreground shots, background shots for blue/green screen sequence), production process could include directing cast and crew to realise your visualisation of the production, film the production, operating the camera under direction, operate sound equipment and check sound using headphones during production.

Be able to edit footage to produce a 2-3 minute audio-visual sequence containing planned visual effects

For example:

- a) record and identify time code and description of all shots, select appropriate footage from the log
- 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) edit the visual effects sequences in an appropriate software package (e.g. Adobe After Effects, FX Home, Mation)
- d) apply transitions, e.g. wipes, cross dissolves, fades, titles, credits, spinning graphics, rolling credits
- e) 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.

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. Whilst this could be a standalone unit it could also be an integral part of other units including 17, 18, 41, 43, 46 and 65.

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 look at case studies supported by teacher led discussions, in order to analyse visual effects techniques and their application in digital post production. In order that learners have the opportunity to examine a wide range of products where these techniques are employed, the centre could arrange visits from guest speakers or practitioners. Learners may also find the internet, published sources of information, DVDs, music promos, adverts, films, TV programmes for example, useful sources of information. Suggested evidence could include a written report, audiovisual presentation of the material, screen grabs with supporting notes, wall chart diagram, information sheets, slide show with supporting notes, blog.

P2: 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 maybe 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 production schedule, learners may find it helpful to have clear headings for each section so that the production schedule becomes a useful working document as well as providing evidence for the grading criteria. All evidence where possible, should reflect industrial working practices.

P3/M1/D1: Learners producing visual effects footage for their short 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 visual effects footage 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 process, especially if working in a group, should be identified by the learner for instance through photographs of the learner setting up and using the equipment, a section of the footage the learner was responsible for. Evidence of learners' contribution should be supported by a witness statement from the tutor.

P4/M2/D2: When editing the sequence learners should wherever possible work to a deadline and follow industry standard production processes. They should demonstrate their ability to apply visual effects and demonstrate editing techniques, which clearly enhance their production or allow it to be used as part of a larger 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 editing equipment, a section of the edited sequence the learner was responsible for. Evidence of learner editing should be supported by a witness statement from the tutor.

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

Mitchell, AJ (2004)	<i>Visual Effects for Film and Television</i> Focal Press
Wright, S (2007)	<i>Compositing Visual Effects: Essentials for the Aspiring Artist</i> Focal Press
Finance, C & Zwerman, S (2009)	<i>The Visual Effects Producer</i> <i>Understanding the Art and Business of VFX</i> Focal Press

Websites

www.filmsite.org/visualeffects.html

LINKS TO NOS

Skillset – Editing (2007)

E17 Prepare film materials for final post production visual effects

E23 Realise complex effects

ENTO – Health and Safety Standalone Units

HSS1 Make sure your own actions reduce risks to health and safety



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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