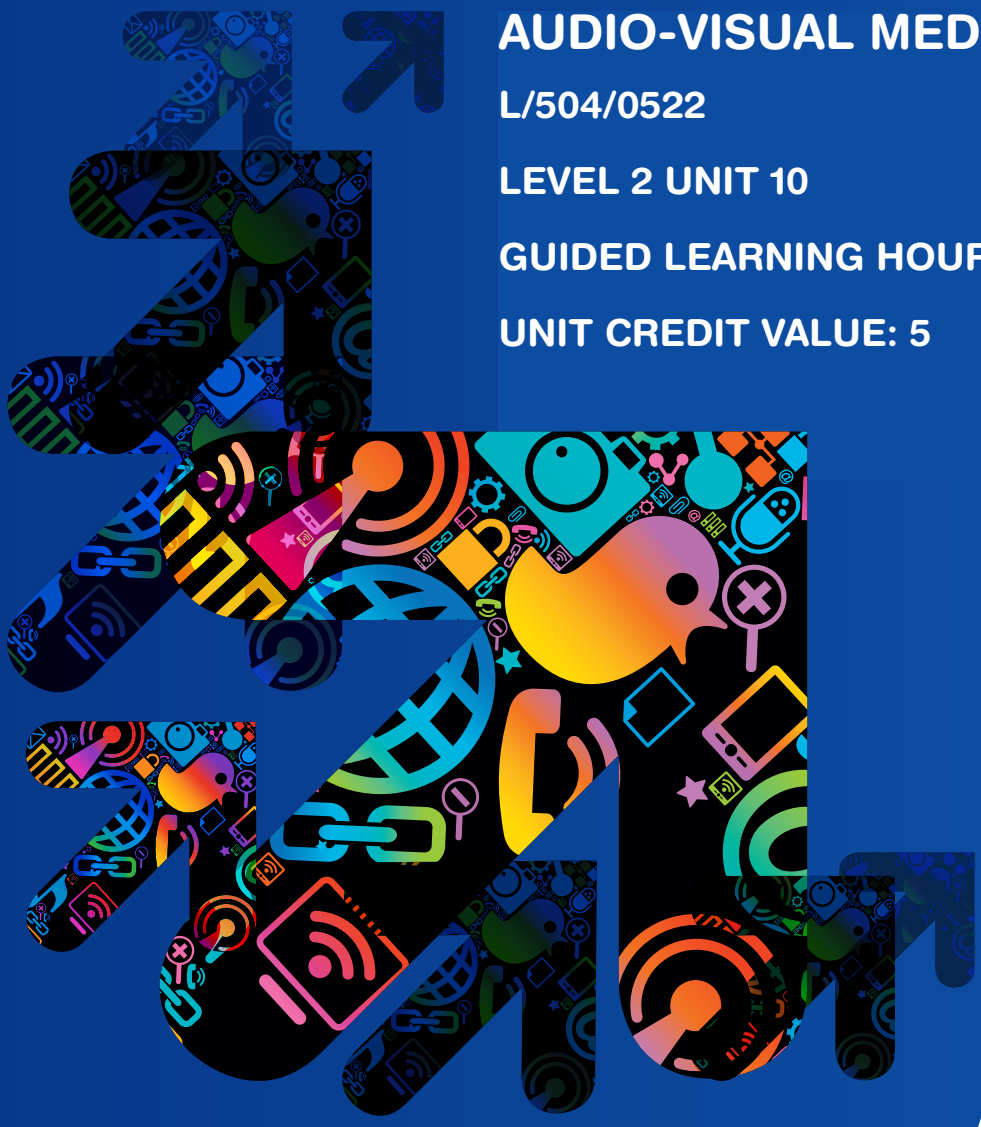
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



AUDIO-VISUAL MEDIA SKILLS

L/504/0522

LEVEL 2 UNIT 10

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

OCR

AUDIO-VISUAL MEDIA SKILLS

L/504/0522

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will gain and demonstrate practical audio-visual media skills by producing sample materials for audio-visual media products.

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 Be able to develop and use pre-production skills for audio-visual media products	P1 Learners develop audio-visual pre-production skills for media products by producing sample pre-production materials		
2 Be able to develop and use production skills for audio-visual media products	P2 Learners develop audio-visual production skills for media products by producing samples of production materials	M1 Learners produce production materials that are generally of a good standard and quality. The production materials they produce are sufficient in quantity and quality to edit into a final outcome	
3 Be able to develop and use editing skills for audio-visual media products	P3 Learners develop audio-visual editing skills for media products by editing their sample production materials		D1 Learners' editing is generally of a high technical standard. Learners use their editing skills to create a final outcome from their sample production materials. The final outcome produced is generally of a high standard and quality

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 develop and use pre-production skills for audio-visual media products

For example:

Film trailer, sting, TV ident, advert, promo, online content, film, TV programme, etc.

Examples of pre-production materials:

- treatment – title of production, medium, running time, synopsis, key scenes, character list
- script – written interpretation of narrative
- storyboard – visual interpretation of narrative indicating sound effects and dialogue
- production schedule – dates, timings, activities, location, personnel, resources.

Be able to develop and use production skills for audio-visual media products

For example:

- setting up appropriate equipment including cameras, tripods, dollies, lighting, sound equipment
- use the pre-production material as reference to the production process, following script/ storyboard
- following safe working practices, health and safety guidelines
- following production processes, learners film the production, operating the camera, operate sound equipment and check sound using headphones during production.

Be able to develop and use editing skills for audio-visual media products

For example:

- refering to the storyboard learners select shots and edit shots/scenes to create/enhance meaning in the narrative
- learners apply appropriate visual effects and transitions e.g. filters, colour correction, chromakey, preset explosions,
- apply transitions, e.g. wipes, cros dissolves, fades, titles, credits,
- linking audio to visuals and applying audio effects – audio dub, checking audio levels.

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 could be linked with the mandatory unit 01 and could be the basis for gaining practical skills, which can be used and developed further in other practical units.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. 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 is envisaged that learners will plan a production of a short duration i.e. a TV advert, teaser trailer for a new film, TV ident, online advert, a completed sequence of a film or TV programme of a short duration, a short film, etc. when producing sample pre-production material. This will allow learners to gain practical pre-production skills, while exploring the construction of a complete narrative within an audio-visual media product. Learners may find it helpful in preparation for planning their short production to investigate audio-visual media products and the use of audio-visual elements such as camera shots, angles, movements, mise en scene, sound etc. Learners should wherever possible use professional practices when producing pre-production material; in this respect it may be helpful for learners to undertake visits to relevant media organisations such as the BBC, television studio, etc. 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. It may also be possible to arrange for professional practitioners to visit the Centre or for learners to attend skills based workshops arranged by external facilitators such as BECTU, BBC, etc. Suggested evidence could include a treatment, production schedule, script or storyboard.

P2/M1: learners producing sample material for their planned audio-visual media product should wherever possible work to a deadline and follow safe working practices. It is intended that learners should gain practical production skills by setting up and operating camera equipment and developing skills in the use of a variety of camera shots, angles and movements, sound, etc. within a production of a short duration. It may provide good experience for learners to work in a team. However, if working as a group, it is important that learners can demonstrate their contribution to the process. This could take the form of a witness statement from the teacher and evidenced in a production diary. 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 advisable that learners adopt safe working practices in line with the audio-visual media product they are producing and filling out risk assessments maybe a useful task, which can inform their production. Learners could use annotated photographic evidence or an audio-visual recording with voiceover to demonstrate their role in setting up and using equipment to produce sample footage for the audio-visual product.

P3/D1: learners would benefit from continuing to work to a deadline and following safe working practices when carrying out post-production processes to edit their audio-visual media product, or sample material as this encourages good practice. Skills led workshops whether teacher led or delivered by a professional facilitator would also help learners in developing the skills required to edit their audio-visual media product. Centres may find that it is possible to arrange individual workshops for learners at each stage of the production process which are delivered when the learner is at that stage of the production process, thereby breaking down the knowledge and skills development into manageable stages for learners. When using effects and transitions, learners should consider whether these are relevant and enhance the meaning of the production. It is important that individual's contribution to the final audio-visual media

product is clearly identifiable, which can be supported by a witness statement from the tutor and evidenced by the learner through annotated photographs of their role in each stage of the post-production process for instance. Suggested evidence could include a TV advert, teaser trailer for a new film, TV ident, online advert, a completed sequence of a film or TV programme of a short duration, a short film, etc.

Learners should be encouraged wherever possible to evidence the grading criteria through a variety of mediums (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) aiming to highlight their strengths, whilst being encouraged to develop their existing 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

BFI (2004)	*BFI Film and Television Handbook 2004* BFI Publishing
Lacey, N (2002)	*Media, Institutions and Audiences* Palgrave Macmillan
Taylor, L & Willis A (2000)	*Media Studies* Texts, Institutions and Audiences Blackwell Publishers Ltd
O'Sullivan, T & Dutton B (2003)	*Studying the Media (3rd edition)*
Lewis, E (2009)	*OCR Media Studies for GCSE* Hodder Education

Websites

www.bbc.co.uk

www.itv.com

www.pcc.org.uk

www.ofcom.org.uk

www.bectu.org.uk

www.bfi.org.uk

www.bbfc.co.uk

LINKS TO NOS

Skillset – Design for the moving image (2003)

DMI9 Assist with the research of specific requirements of the design brief

Skillset - Production Design (2003)

PD5 Communicate the visualisation of the production

The Newspaper Society – Multimedia and print journalism (2007)

16 Prepare visual material

17 Design and produce page layout

18 Produce contents promotional material

The Publishing Training Centre – Publishing (2005)

Unit 13 Formulate and present visual design proposals

Unit 24 Edit images



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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