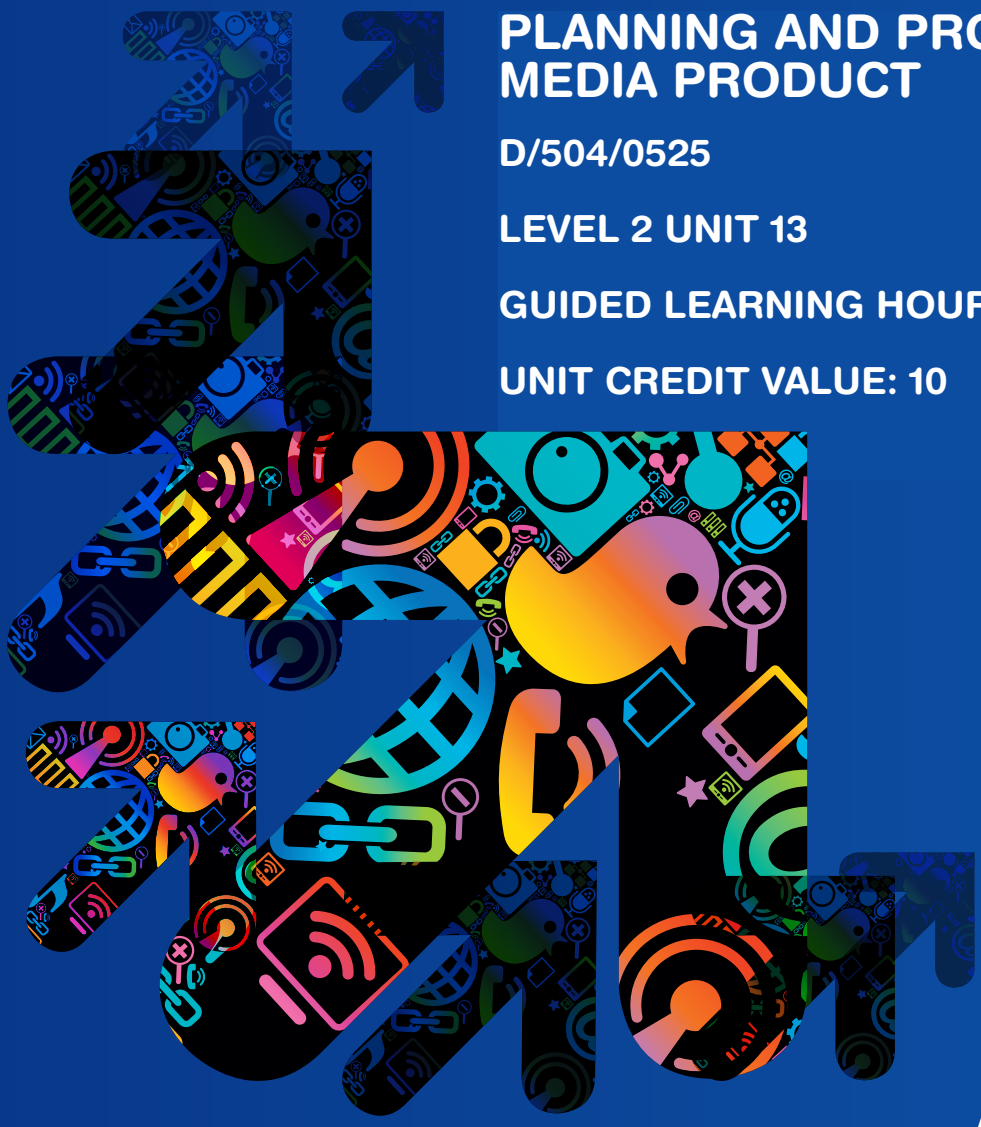
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



PLANNING AND PRODUCING A MEDIA PRODUCT

D/504/0525

LEVEL 2 UNIT 13

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

PLANNING AND PRODUCING A MEDIA PRODUCT

D/504/0525

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will generate ideas for their own original media product. They will use one of their ideas to plan and produce a final original media product, gaining both pre-production and production skills.

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 generate appropriate ideas for an original media product	P1 Learners generate appropriate ideas for an original media product		
2 Be able to create a production plan for one of their ideas	P2 Learners produce a production plan for one of the ideas they have generated. Their plan includes: a) a treatment or proposal b) timescales for production c) a relevant recce and/or risk assessment d) a relevant legal or ethical issue	M1 The plan learners produce is detailed and appropriate for their chosen idea. The timescales are realistic for the production time needed. The recce and/or risk assessment is fit for purpose and related to the activities within the production plan	
3 Be able to produce pre-production materials for a planned original media product	P3 Learners produce relevant pre-production materials for a planned original media product		
4 Be able to produce a planned final original media product	P4 Learners produce competent materials for use in the production of their planned final original media product	M2 Production of materials by learners is proficient. The production techniques and/or processes are fit for purpose and used effectively to create meaning within the planned outcome	
	P5 Learners carry out post-production processes, using the materials they have produced, to create a competent final original media product	M3 Learners' editing of the media product created is proficient and the application of post-production additions is used effectively to create meaning within the planned outcome. The final original media product produced is generally of a good standard and quality	D1 Learners' editing is generally of a high technical standard and quality. It is generally skilful with the application of post-production additions being utilised to enhance meaning within the intentions of the production. The final original media product 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 generate appropriate ideas for an original media product

For example:

- audio-visual product:

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

OR

- audio product:

music/talk radio, jingles, audio advert, audio drama podcast, soundtrack for any genre of film or TV programme, etc

OR

- print product:

magazine, newspaper, website, print based advertisements, information pack, etc

Mood boards, summary of ideas, spider diagrams, etc.

Be able to create a production plan for one of their ideas

For example:

audio product:

- treatment – medium, running time, synopsis, key scenes, character list, target audience OR proposal - title, format, content i.e. frequency, target audience, etc.
- timescales for the production through for instance a daily/ weekly/monthly planner including, activities, personnel, equipment, location, etc
- risks assessments for studio or location – identify potential hazards/risks and find resolutions to any problems. A recce – pre-shoot visit of a location/s to determine suitability, may include photos and written statements of location/s, sources of power, relevant facilities to the shoot
- copyright, intellectual property rights, slander/libel, recording permissions, performance rights, signed permission to record forms, royalties, offensive material, misrepresentation, etc.

If working in groups, learners must identify their own contribution. This could be done using agendas and minutes of meetings, log or diary of individual decisions made.

Be able to produce pre-production materials for a planned original media product

For example:

- print product:

draft articles, draft layouts, plan for images needed, select fonts/ graphics/colours, ,designs for housestyle, etc

OR

- audio product:

scripts: written interpretation of narrative, etc

OR

- audio-visual product

scripts:, written interpretation of narrative, etc storyboards: visual interpretation of narrative indicating sound effects and dialogue, etc

For example:

- setting up appropriate equipment
- use the pre-production material as reference to the production process
- following safe working practices, working within the scope of the risk assessment and health and safety guidelines
- following production processes, to realise the media product, operate relevant equipment, etc.

Be able to produce a planned final original media product

For example:

- print product:

edit text and images to create/enhance meaning

proof reading, sub-editing

using desktop publishing programmes to edit images and text, crop and apply filters to images, create style, create layout of print product including use of colour, fonts, titles, etc

OR

- audio product:

edit sound, dialogue and music to create/enhance meaning

linking audio and applying audio effects – audio dub, checking audio levels, using EQ's, apply wild tracks and make corrections

where necessary, applying audio/sound effects (e.g. reverbs, thunder), applying soundtrack to visual

OR

- audio-visual product:

apply appropriate visual effects and transitions eg filters, colour correction, chromakey, preset explosions, apply transitions, e.g. wipes, cros dissolves, fades, titles, credits, spinning graphics, rolling credits

audio dub, checking audio levels, apply wild tracks and make corrections where necessary, applying audio/sound effects (e.g. reverbs, thunder, gun shots), applying 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. Depending on the product being produced, this unit could be linked to units 31, 41 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. 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 explore existing media products. In order that learners have the opportunity to explore a range of media products, the Centre could arrange visits from guest speakers or practitioners. Learners may also find the internet, DVDs and published material useful sources of information. Learners should be taught the principles of meaning for media products - in particular the media theory relevant to signification such as denotation and connotation, so that they are able to explore media products to generate ideas. If working as a group, learners should be encouraged where possible to discuss their ideas together and to record all ideas for evidence of both group and individual work. At this stage learners should try to generate a range of ideas. Suggested evidence could be produced as mood boards, spider diagrams, sketches or a written synopsis of their ideas.

P2/M1: where possible learners should use industry standard formats when producing production schedules, treatments/ proposals, recces and risk assessments, etc. Teacher led skills workshops could focus on developing key skills which learners would find beneficial in producing their planning material for one of the ideas generated. Recces could be produced in written format supported by photographs of the location or alternatively produced as an audio/ audiovisual presentation using information captured using a mobile phone. When producing risk assessments learners should, where possible, reflect industry standard practices, with reference to professional formats and content for the media product. Risk assessments, where possible, should be industry standard. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. Learners should also be aware that recces and risk assessments should be carried out in each location if the learner plans to use more than one location in the production of the media product. Learners should be made aware of the legal and ethical issues applicable to media products and should then apply these to the media products they are producing. It may be helpful for learners to debate these issues through class discussions. These issues could range from copyright, intellectual property rights through to the use of offensive material. Work could be evidenced in written format – e.g. letters to relevant bodies or online requests applying for copyright permission. Learners should relate the relevant legal and ethical issue to the particular media product they are producing.

P3: learners to produce pre production material using where possible professional practises, 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. Depending on the selected media product, suggested evidence could include a script, storyboard, draft articles, draft layouts, etc.

P4/M2: learners producing the planned original media product 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 planned 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 production process, especially if working in a group, should be identified by the learner. There should be evidence of the learner producing the media product which could take the form of a witness statement from the tutor.

P5/M3/D1: when editing their media product 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 edit and evidence of a section of the edited media product the learner was responsible for. Evidence of editing should be supported by a witness statement from the tutor.

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

Ang, T (2005)	*Digital Video Handbook* Dorling Kindersley Limited
Cottle, S (2003)	*Media Organization and Production* Sage Publications
Hennessey, B (2005)	*Writing Feature Articles* Focal Press (4th edition)
Galer, M & Horvat, L (2005)	*Digital Imaging: Essential Skills* Focal Press (3rd edition)

Websites

www.bectu.org.uk

www.bfi.org.uk

www.channel4.com

www.guardianunlimited.co.uk

www.hse.gov.uk

www.bbfc.co.uk

www.virtualmediastudies.com

LINKS TO NOS

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



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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