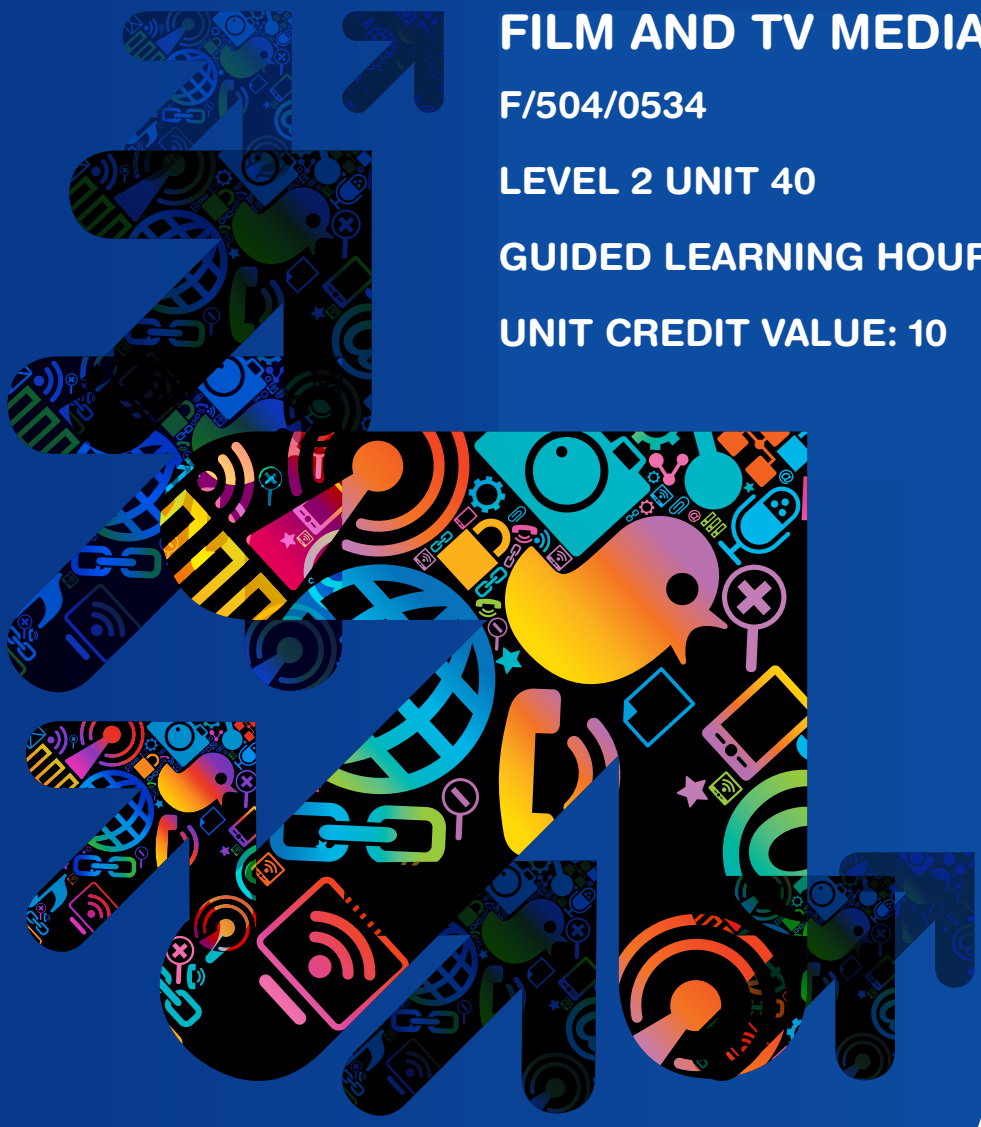
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



FILM AND TV MEDIA PRODUCTS

F/504/0534

LEVEL 2 UNIT 40

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

FILM AND TV MEDIA PRODUCTS

F/504/0534

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will understand existing film and TV media products. Learners will be able to plan for the production of a 2-minute segment, for an original film or TV media product. They will gain some practical skills by producing and editing their own footage.

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 existing film and TV media products	P1 Learners explore at least one existing film and at least one existing TV programme, including: a) purpose b) content c) meaning d) genre e) target audience		
2 Be able to plan for the production of a 2-minute segment, for an original film or TV media product	P2 Learners plan for the production of a 2-minute segment, for an original film or TV media product, including: a) treatment b) script c) storyboard d) risk assessment e) production schedule with launch date	M1 The plan learners produce is detailed and appropriate for their chosen idea. The launch date is realistic for the production time needed and takes into account relevant seasonal events. The learner conducts a recce for a relevant location and risk assessment, which are both fit for purpose and related to the activities within the production schedule	
3 Be able to produce footage for use in a planned 2-minute segment, for an original film or TV media product	P3 Learners produce competent footage for use in their planned 2-minute segment, for an original film or TV media product, by: a) setting up appropriate equipment b) following script / storyboard c) following safe working practices d) following production process	M2 Camera, lighting, sound and mise en scène are fit for purpose and used appropriately by learners to create meaning. The final footage is sufficient to produce the planned 2-minute segment, and is generally of a good technical standard and quality	D1 The final footage produced by learners is generally of a high technical standard. The production techniques/ processes are used to good effect to enhance meaning, within the intentions of the production
4 Be able to edit footage to produce a 2-minute segment, for an original film or TV media product	P4 Learners edit their footage to produce a competent 2-minute segment, for an original film or TV media product, by: a) applying appropriate visual effects and transitions b) linking audio to visuals and applying audio effects c) following the post production process	M3 Learners demonstrate proficient editing skills to create meaning. The final edit of the 2-minute segment, for their original film or TV media product, is generally of a good technical standard and quality	D2 Post-production additions are used skilfully and effectively by learners to create meaning. The pace of the final edit is appropriate to the narrative when editing the final product. The final edit the 2-minute segment, for their original film or TV media product, is generally of a high technical 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.

Understand existing film and TV media products

For example:

a) inform, educate, entertain, sell products

b) camera shots/angles/movement, editing, sound, mise-en-scène, special effects, narrative

c) created through elements (e.g. music, lighting, stars, props, costumes)

created through denotation, connotation

created through techniques (e.g. use of camera techniques, editing, sound)

d) horror, thriller, romantic comedy, fiction/non-fiction

e) by age, gender, interests, lifestyle, etc.

Be able to plan for the production of a 2-minute segment, for an original film or TV media product

Learners should use their own ideas for original film or TV media products. They should select one idea that allows them to create an interesting 2-minute segment, which could be a preview/trailer, opening sequence, key scene(s), closing sequence.

For example:

a) title of production, synopsis of narrative, running time, medium, character list

b) written interpretation of narrative

c) visual interpretation of narrative indicating sound effects and dialogue

d) 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.

e) dates, timings, activities, location, personnel, resources, equipment, contingency planes, launch date that takes into account key calendar dates, etc.

Be able to produce footage for use in a planned 2-minute segment, for an original film or TV media product

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) film the production, operating the camera, operate sound equipment and check sound using headphones during production.

Be able to edit footage to produce a 2-minute segment, for an original film or TV media product

For example:

a) 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

b) 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

c) the selecting and editing of shots/scenes to create/enhance meaning in the narrative to produce a final, edited original film or TV media product.

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 the other units including 15, 40 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 look at case studies supported by teacher led discussions, in order to explore existing film and TV media products. In order that learners have the opportunity to explore a range of film and TV media products, the Centre could arrange visits from guest speakers or practitioners. Learners may also find the internet, DVDs, published material, for example, useful sources of information. Learners may find it helpful to consider what appeals to them about specific TV programmes and films, when considering how these products seek to appeal to a target audience – for instance considering the use of 'stars', current music, language in films and TV programmes directed at a teenage audience, etc. Learners should be taught the principles of meaning for film and TV media products in particular the media theory relevant to signification such as denotation and connotation, so that they are able to explore film and TV media products. Their findings could be evidenced by outcomes such as a written report, annotated material, verbal presentation supported by a slide show, a commentary over audiovisual material.

P2/M1: where possible learners should use industry standard formats when producing production schedules, treatments, scripts and storyboards, teacher led skills workshops could focus on developing key skills which learners would find beneficial in producing their planning 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/M2/D1: learners producing the planned original film or TV 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 film or TV 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 film or TV media product the learner was responsible for. There should be evidence of learner producing the film or TV media product, which could take the form of a witness statement from the tutor.

P4/M3/D1: when editing the film or TV 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 to edit, a section of the edited film or TV 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 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

Honthaner, E (2001)	*The Complete Film Production Handbook* Focal Press (3rd edition)
BFI (2004)	*BFI Film and Television Handbook* BFI
Katz, E (2008)	*The Film Encyclopedia: The Complete Guide to Film and the Film Industry* Collins (6Rev edition)
Hart, C (1999)	*Television Program making: everything you need to know to get started* Focal Press

Websites

www.filmlondon.org.uk

www.ukfilmcouncil.org.uk

www.bbc.co.uk/filmnetwork

www.guardian.co.uk/media/television

www.bfi.org.uk

www.bectu.org.uk

LINKS TO NOS

Skillset - Production Film and TV (2005)

P8 Organise pre-production activities

P9 Plan and schedule production activities (Revised December 2008)

P39 Plan and schedule the daily shoot

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

Skillset – Editing (2007)

E13 Assemble pictures and sound to specification

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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