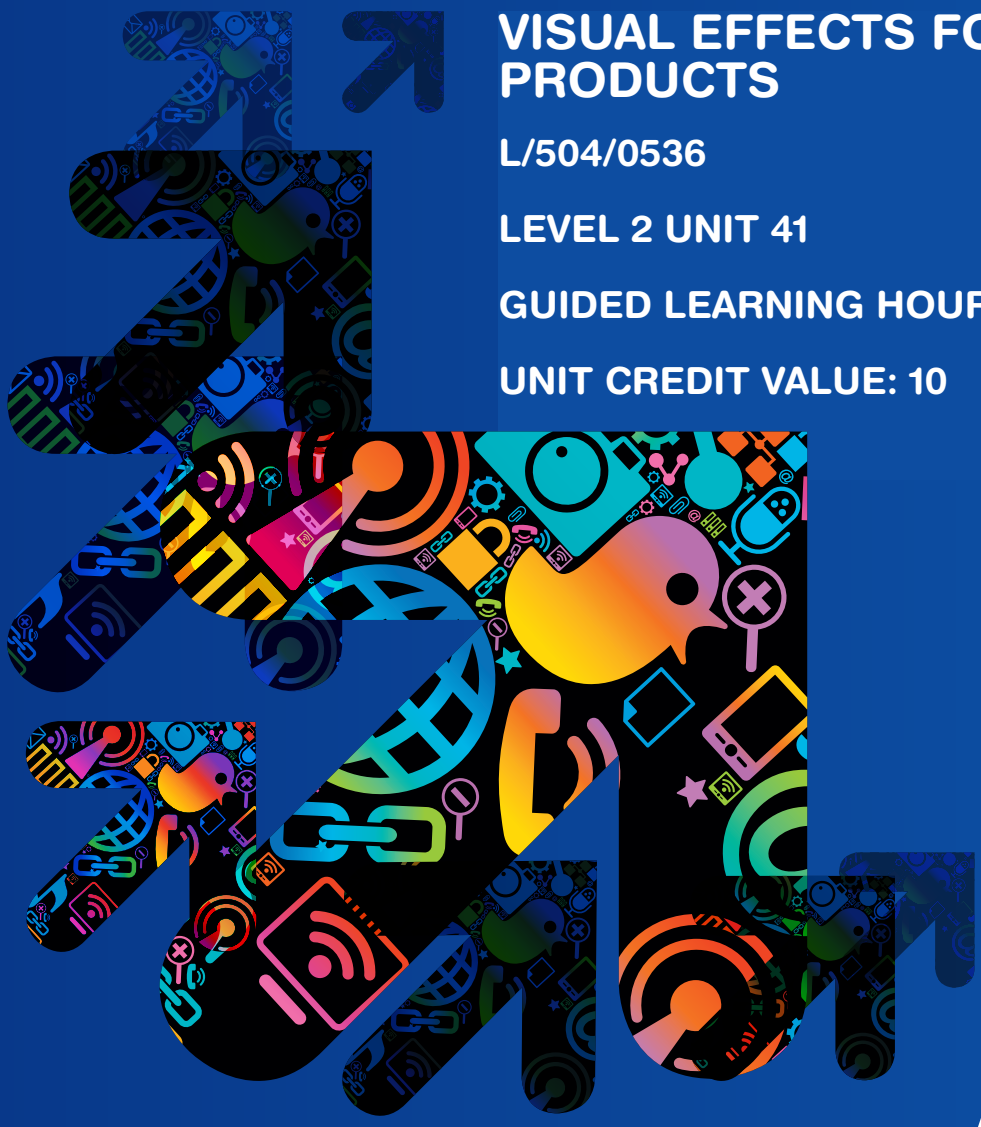
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



VISUAL EFFECTS FOR MEDIA PRODUCTS

L/504/0536

LEVEL 2 UNIT 41

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

VISUAL EFFECTS FOR MEDIA PRODUCTS

L/504/0536

LEVEL 2

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 two 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 used in audio-visual media products	P1 Learners explore a range of visual effects techniques, and their application in digital post-production, in a variety of audio-visual media products		
2 Be able to produce pre-production materials for a 1-2 minute audio-visual sequence containing planning for visual effects	P2 Learners produce pre-production materials for a 1-2 minute audio-visual sequence, including: a) planning for a minimum of two different visual effects b) storyboard identifying the planned visual effects c) production schedule d) relevant risk assessments		
3 Be able to produce footage, containing planned visual effects, for the 1-2 minute audio-visual sequence	P3 Learners produce sufficient footage, to contain their planned visual effects, for the 1-2 minute audio-visual sequence by: a) setting up appropriate equipment b) following the storyboard c) following safe working practices d) following production processes	M1 Learners have generally set up of equipment proficiently, and given some consideration to costume and props. The footage produced is generally of a good technical standard and quality; it is generally appropriate for the application of the planned visual effects. The footage may have some minor flaws that will affect the application of the 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 the visual effects
4 Be able to edit footage to produce a 1-2 minute audio-visual sequence, containing planned visual effects	P4 Learners use editing techniques to produce a 1-2 minute audio-visual sequence from their footage, by: a) logging rushes and creating edit decision list b) competently applying their planned visual effects c) editing the final sequence	M2 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 flaws.	D2 Learners' final edit is generally of a high technical standard and quality. Learners demonstrate attention to detail and use at least one complex technique when applying their visual effects. The editing and the application of visual effects in the resulting final product are generally 'invisible' and enhance 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 used in audio-visual media products

For example:

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

Be able to produce pre-production materials for a 1-2 minute audio-visual sequence containing planning for visual effects

For example:

a) Treatment or concept - medium, running time, synopsis, target audience, planned visual effects, etc.

b) series of panels or rough sketches that outline the sequence of the scenes, special effects, action, sound, etc. and visual effects – chromakey, flying sequences, invisibility, preset explosions, risk assessment if required

c) resources, personnel, timescales, activity, equipment, contingency plans

d) risk assessment for filming of sequence (e.g. location) – identify hazards/risks and find resolution

Sequence should provide enough audio-visual footage for learners to apply a minimum of two different visual effects.

Be able to produce footage, containing planned visual effects, for the 1-2 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).

Be able to edit footage to produce a 1-2 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) edit the visual effects sequences in an appropriate software package (e.g. Adobe After Effects, FX Home, Motion)

c) edit the final sequence, including all the edited visual effects sequences and any sound to be included.

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 15, 40 and 62.

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 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 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: learners should always consider the proposed visual effects, which will appear in the audio-visual sequence 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 should always consider the proposed visual effects, which will appear in the audio-visual sequence by referring to their pre-production material. Learners producing an audio-visual sequence containing visual effects 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 audio-visual sequence 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: learners should always consider the proposed visual effects which will appear in the audio-visual sequence by referring to their pre-production material when editing the sequence. Learners should also, 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. 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 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

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