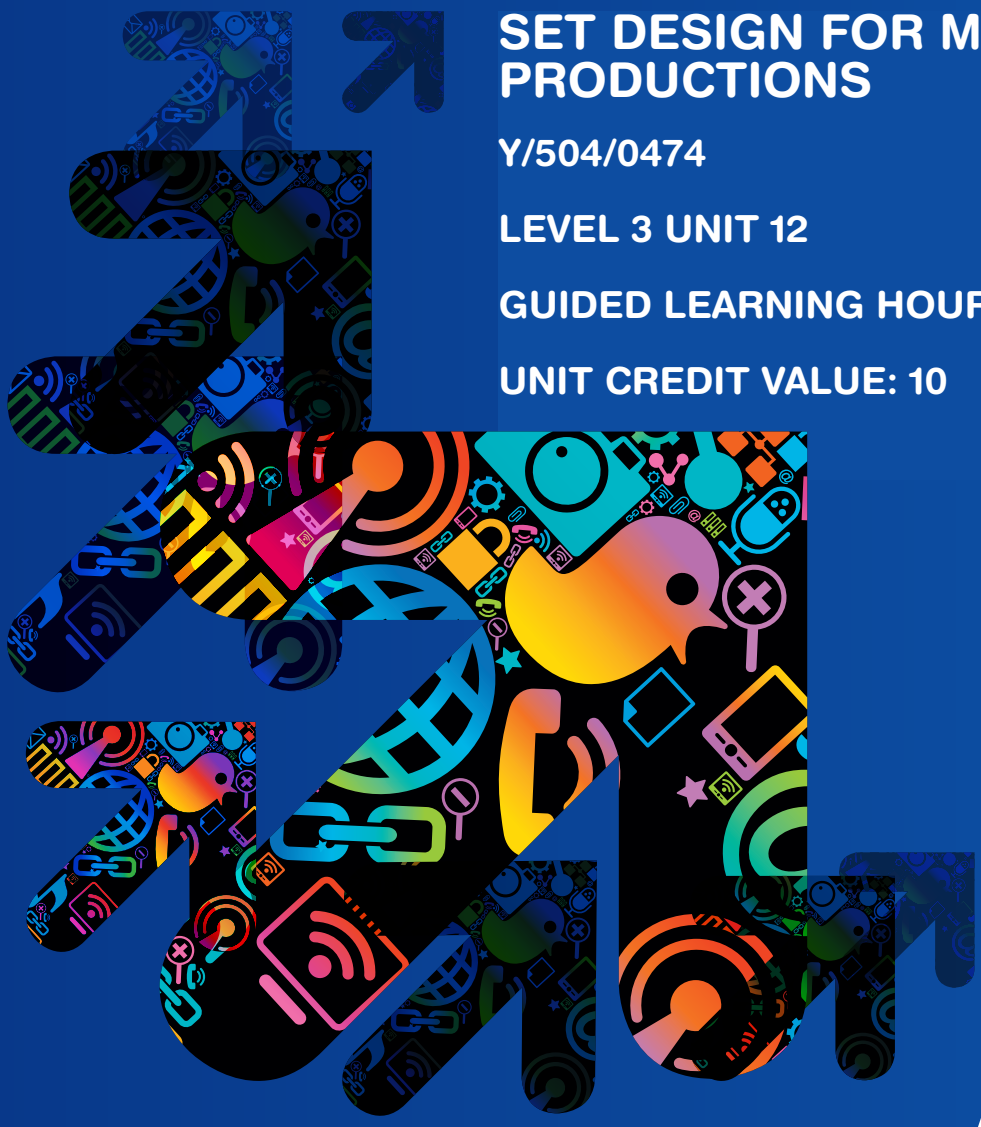
Cambridge TECHNICALS

Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



SET DESIGN FOR MEDIA PRODUCTIONS

Y/504/0474

LEVEL 3 UNIT 12

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

SET DESIGN FOR MEDIA PRODUCTIONS

Y/504/0474

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand set design techniques and their use in film, animation and TV production. Learners will be able to develop an idea for a set design, plan the chosen 3D set and then produce a set design that is safe for use. They will be able to evaluate the set design used within the test footage produced, and resolve any functionality issues identified within their design.

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 the use of 3D sets and set design, and their application in audio-visual media products	P1 Learners analyse the use of 3D sets and set design, and their application in film, animation and TV production		
2 Be able to develop ideas for a 3D set design to be used in the production of an audio-visual media product	P2 Learners develop an appropriate idea for a 3D set design that could be used in the production of a promo, film, TV or animation sequence		
3 Be able to plan for the safe production of a 3D set to be used in the production of an audio-visual media product	P3 Learners plan for the production of a 3D set for a specified promo, film, TV or animation sequence, including: a) set design b) sample material c) concept material d) plans / elevations e) risk assessments f) legal requirements	M1 Learners produce detailed plans and elevation drawings. They include good technical cross section drawings for any functional props or technical set effects included in their design. The set design is of a good technical standard and quality, is aesthetically pleasing and suitable for the intended production	
4 Be able to safely construct and test a 3D scale model of a planned set design	P4 Learners safely produce a competent and functional 3D scale model of the planned set design, including: a) lighting b) suitability for camera shots, angles and movements c) blocking d) mise en scène	M2 Learners incorporate at least one functioning prop within their scale model set. Learners demonstrate proficient skills in creating their scale model, which is generally of a good technical standard and quality, is aesthetically pleasing and suitable for the intended production	D1 Learners create at least one built-in technical effect within their scale model set. Learners demonstrate advanced skills in creating their scale model, which is generally of a high technical standard and quality
	P5 Learners carry out a test shoot using their scale model to ensure that their 3D set design functions as expected	M3 Learners resolve any functional issues with their 3D set design that are discovered in the scale model at the test shoot stage	

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 the use of 3D sets and set design, and their application in audio-visual media products

For example:

- film – scale models – buildings; interiors, exteriors etc.
- animation – scale models – buildings, landscapes; models of interiors, exteriors etc.
- TV production – scale models – buildings; interiors, exteriors etc.

Products where set design is applicable such as films, TV programming, music promos, adverts, TV idents, animation and the companies that make them.

Consider:

- aesthetics
- art direction/style
- design/production process
- materials
- techniques.

Be able to develop ideas for a 3D set design to be used in the production of an audio-visual media product

Consider:

- health and safety implications, risks, skills required, materials, techniques, resources available, cost, feasibility, aesthetics, fitness for purpose, footage required
- properties of materials planned for use – fitness for purpose, stability
- transportation of materials
- ease of assembly of materials
- production process
- art direction/style
- initial concept sketches.

Be able to plan for the safe production of a 3D set to be used in the production of an audio-visual media product

For example:

- an industry standard series of set designs – such as concept plans, schematic visuals, 2D and 3D visuals, construction plans and elevations, cross section drawings
- suitability of materials for the planned use/effect
- risk assessments for the:
  - materials that you are planning to use for the set design
  - construction of the set design
  - studio location
- identify potential hazards/risks and find resolutions to any problems
- legislation covering use of materials (e.g. Control of Substances Hazardous to Health Regulations), safe working practices, health and safety requirements.

Be able to safely construct and test a 3D scale model of a planned set design

For example:

a) can the set be lit appropriately (i.e. 3 point lighting)
b) does the set allow for a variety of camera shots, angles and movements
c) use of performance space in relation to characters, props, set, lighting, and camera; access for/positioning of characters and props
d) arrangement of actors, lighting, props and costumes within the frame.

Functioning props e.g. opening doors/boxes, working lights, moving vehicles/objects etc.

Technical effects e.g. rigs, fly systems, floor effects (such as turntables, elevated staging) etc.

Consider:

- technical quality
- aesthetic quality
- health and safety when working with materials and equipment.

The scale model should function effectively for its intended use (e.g. for CGI/animation sequence, as functional model of a full scale set).

For example:

- any functional issues that arise during the test shoot are resolved before shooting footage
- any health and safety issues that may arise during the test shoot are resolved.

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 assessment 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 linked with the other practical units., for instance 17, 18, 41, 43, 44, 46, 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. 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: 3D set design is used in a range of audiovisual media products from films, animations to TV production, including advertising, music promos etc. so learners should be encouraged to look at a range of these set designs across genres and media before they embark on their own personal studies. Learners need to consider fitness for purpose of the 3D set design, the role of the art director and their vision for the set design and its aesthetic appeal to the audience, the realisation of the set design including the materials, processes and techniques used in the construction. It would be useful to organise guest speakers to visit the Centre and to arrange for learners to visit the cinema, visit TV studios, exhibitions, view DVDs when exploring a range of professional products as an integral part of a case studies approach to teaching the unit. Suggested evidence could include a log, written records, blog or audiovisual commentary. Learners should approach their analysis with a view to understanding how they would approach their own 3D set.

P2: It is suggested that learners could be encouraged where possible to discuss their ideas especially in terms of fitness for purpose, as a group or in a teacher led class discussion and that learners should record their ideas as evidence of both their group and class work. At this stage learners should try to generate a range of ideas and not restrict the possibilities based on their investigations of existing media products in P1. Learners ideas should be discussed with their tutor in terms of resources, feasibility and health and safety implications. It may be useful for learners to have a practical unit in mind when generating ideas for the outcome for these grading criteria. Suggested evidence could be produced as mood boards, spider diagrams, sketches with a written synopsis of their ideas, layouts.

P3/M1: It is important, wherever possible, that learners should use industry standard formats and terminology, so it may be helpful for learners to look at professional set designs, plans and elevations, risk assessments, plans and elevations through visits to relevant media organisations, studios or alternatively for guest speakers or practitioners to visit the Centre to provide advice and guidance. Teacher led skills workshops could focus on developing key skills in planning, which learners would find beneficial in producing their planned material. Designs could take the form of whole sketches of the set or full cover artwork with explanatory annotations, mock ups. Sample material may include details of the set, samples of materials to be used, sample construction materials, samples of construction techniques i.e. joints (if relevant) etc. Concept material could include cross section drawings, schematic visuals, 2D and 3D visuals etc. Learners may use either UK or US standard plans / elevations for their 3D set and work to an appropriate scale. Learners should use industry standard formats should be adopted for their risk assessment, which should be undertaken for the construction of the 3D set, and which should consider relevant legal requirements when using certain materials and techniques for the planned construction of their 3D set. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. When planning learners should take into account how the set will be lit and the relationship of the actors to the equipment, i.e. cameras as this will assist in the construction of the 3D set in P4/M2/D1. All evidence should, where possible, reflect industrial working practises.

P4/M2/D1: Learners when producing their functional 3D set scale model should wherever possible work to a deadline and follow industry standard production processes. Learners should be taught appropriate production and making 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 production process of the making of their special effect and adhere to their risk assessments. 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 making of the 3D set model and props especially if working in a group, should be identified by the learner for instance photographs of learner setting up and using the equipment. Evidence of the learner's contribution should be supported by a witness statement from the tutor.

P5/M3: Learners should conduct tests of their 3D scale model to check for functionality and any potential health and safety implication. These should be resolved before filming inline with the risk assessments. This could be taught in a series of supervised tests of the functionality of the 3D scale model and learners could record their finding in written format with supporting photographs or and an audio visual recording. If the model is going to be used in an animation, a scale model sequence in a film, a green screen sequence or if the 3D set is a scale model for a intended set that the learner intends to create and use in another production unit – learners must test for the ability to light the set effectively and allow a varied use of the camera and movement of actors/characters/models within the space.

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 when producing the test footage. Evidence could include photographs of the learner setting up and using the equipment. Evidence of the learner's contribution should be supported by a witness statement from the tutor.

Learners could consider evidencing this unit as a behind the scenes DVD extra, especially if the learner is planning on linking the unit with another production unit such as unit 341.

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

Colin Winslow (2006)	*Handbook of Set Design* The Crowood Press Limited
Dietrich Neumann (2000)	*Film Architecture: Set Designs from "Metropolis" to "Bladerunner"* Prestel
Cathy Whitlock (2010)	*Designs on Film: A Century of Hollywood Art Direction* HarperEntertainment
Gerald Millerson (1997)	*TV Scenic Design* Focal Press
Peter Lord and Brian Sibley (2004)	*Cracking Animation: The Aardman Book of 3-D Animation* Thames & Hudson

Websites

www.bectu.org.uk

www.hse.gov.uk

LINKS TO NOS

Skillset – Props (2006)

PrP 3 Plan and monitor the manufacture of props to meet production needs

PrP 4 Store props

PrP 6 Make, produce or assemble non technical props and dressing in house

PrP 7 Prepare studio or location for each day's shoot

PrP 8 Show artists how to use props

PrP 9 Care for props

PrP 10 Manage the continuity of hand props and set dressing during production

Skillset – Hair and Makeup (2005)

HM7 Apply special effects to change the performer's appearance

HM13 Cast and make small prosthetic pieces and bald caps

HM14 Apply, maintain and remove prosthetic pieces and bald caps

HM15 Produce original lifecasts or prosthetic pieces

HM16 Create prosthetics



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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