Cambridge TECHNICALS

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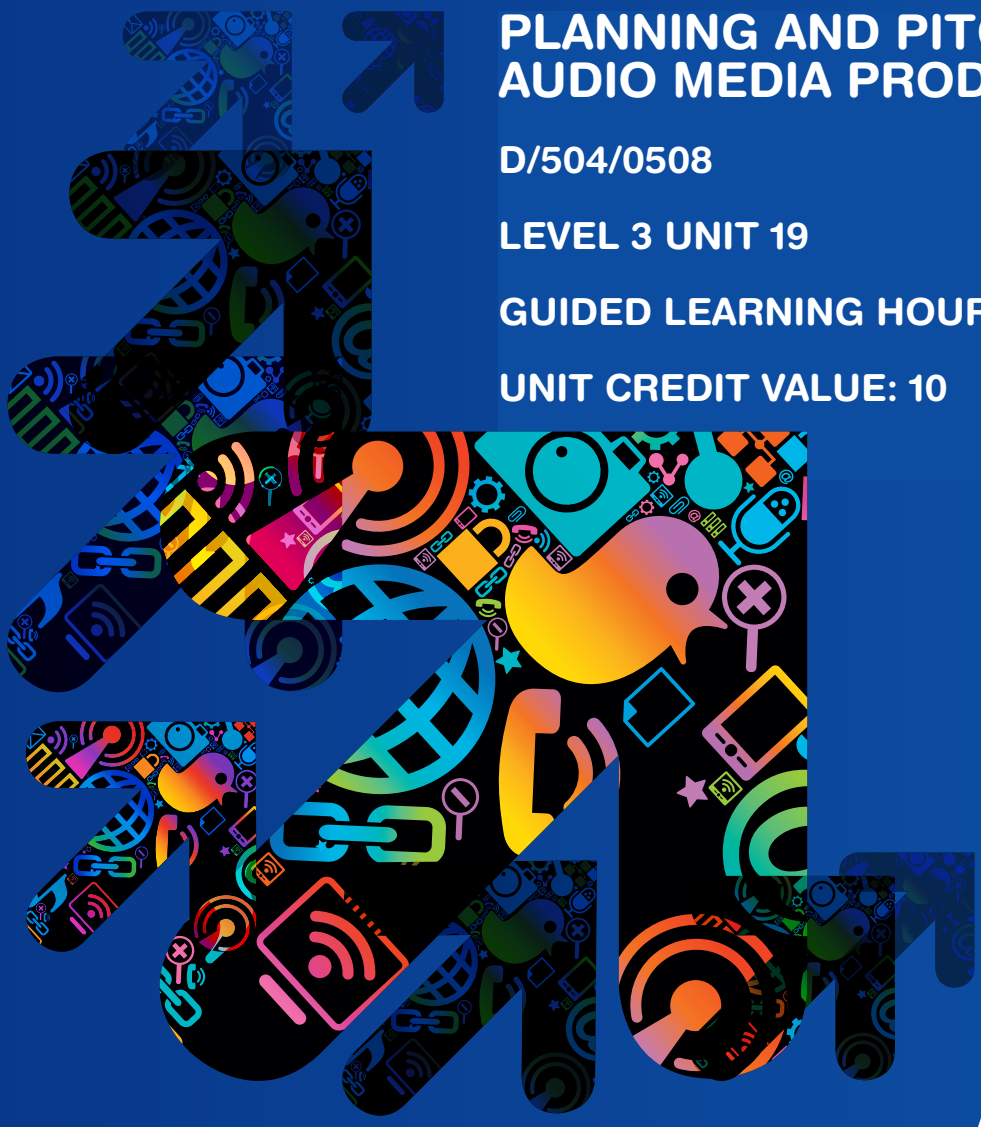
OCR LEVEL 3 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



PLANNING AND PITCHING AN AUDIO MEDIA PRODUCT

D/504/0508

LEVEL 3 UNIT 19

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

PLANNING AND PITCHING AN AUDIO MEDIA PRODUCT

D/504/0508

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand audio media products and the importance of research and planning to produce them. They will understand how to generate and select ideas for their own audio media products, and pitch them to an editor, a client or a focus group. Learners will understand how to use feedback gained from their pitch to inform a production plan.

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 audio media products and how they are created	P1 Learners select an audio media product that they are interested in making. They analyse similar existing products for the following: a) purpose b) form and style c) content d) meaning e) genre f) target audience g) frequency h) production process		
2 Be able to generate ideas for an original audio media product	P2 Learners generate appropriate ideas for an original audio media product. They use their analysis of existing audio media products to inform their ideas.		
3 Be able to develop ideas by creating treatments or proposals and sample materials for two original audio products	P3 Learners select their most appropriate ideas for original audio products and create the following for each idea: a) treatment or proposal containing: outline of form, content and style; the product's potential position in marketplace; a specified target audience b) sample pre-production materials	M1 Learners create treatments or proposals that have a good degree of feasibility and are appropriate for the needs of the target audience. The sample materials produced for both ideas are fit for purpose and generally of a good technical standard	D1 Learners create at least one treatment or proposal that suggests further development possibilities for the original audio product. Learners produce sample materials for their original audio products, which have a high level of appeal and are generally of a high technical standard
4 Be able to pitch ideas on proposed audio products to a producer, client or focus group for feedback	P4 Learners pitch their ideas, treatments/proposals and sample pre-production materials for original audio products to a producer or client or focus group for feedback	M2 Learners are able to deliver an effective pitch or presentation. The content of the pitch or presentation is detailed and relevant	
5 Be able to use feedback gained to inform the development and planning of an original audio media product	P5 Learners use the feedback that they have gained from the producer, client or focus group to inform the development of one of their proposed ideas. They produce a competent production plan containing: a) dates and timescales, including product launch date b) resources and equipment c) personnel and activities d) budget e) relevant legal and ethical issues	M3 Learners produce a detailed production plan. They take account of seasonal and calendar events when planning timescales and launch date. The timescales, launch date and budget are realistic and feasible for the product they are planning for	D2 Learners produce contingency plans for any possible issues. They explain how they will resolve any relevant legal and ethical issues relating to their audio product. Learners revise their pre-production material based on the feedback they have received

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 audio media products and how they are created

For example:

- entertain, educate, inform, sell products, promote brand
- medium (e.g. radio, online content, podcasts, soundtracks etc.) narrative structure
- sound effects, narrative, dialogue, music, wild tracks, audio dubs etc.
- created through elements (e.g. music, sound effects, guest interviews, jingles)
  created through semiotics (e.g. denotation, connotation, signification, iconography, anchorage)
  created through techniques (e.g. use of editing, sound)
- music/talk radio, soundtrack for any genre of film or TV programme, or computer game, audio adverts, any genre of podcast etc.
- needs of audience/consumer, demographics, lifestyle
- daily, weekly, one-offs
- pre-production, production and post production processes.

Be able to generate ideas for an original audio media product

For example:

mood boards, summary of ideas, spider diagrams

Be able to develop ideas by creating treatments or proposals and sample materials for two original audio products

For example:

- music/talk radio, jingles, audio advert, audio drama podcast, soundtrack for any genre of film or TV programme etc.
- treatment – medium, running time, synopsis, key scenes, character list, target audience

OR

- proposal – title, format, content i.e. frequency, target audience by age, gender, lifestyle, interests, spending power etc.
- development of proposal/treatment – for example plans to develop the audio media product into an audio drama series, advertising campaign etc. consideration is given to content, continuity etc.
- samples of scripts, audio, sound effects, music, dialogue, wild tracks etc.

Be able to pitch ideas on proposed audio products to a producer, client or focus group for feedback

For example :

- formal meeting, client meeting, written report, verbal presentation etc.
- treatment - medium, running time, synopsis, key scenes, character list, target audience

OR

- proposal – title, format, content i.e. frequency, target audience by age, gender, lifestyle, interests, spending power etc.
- samples of scripts, audio, sound effects, music, dialogue, wild tracks etc.

Feedback should take the form of a written report, written or verbal response (supported with a witness statement)

Questionnaire, audio-visual/audio recording, feedback form.

Be able to use feedback gained to inform the development and planning of an original audio media product

For example consider:

- have needs/expectations been met for the client/focus group/producer
- focus group/client/producer likes/dislikes
- is the content correct (based on form and style)

For the production plan i.e.:

- industry standard format
- materials, equipment, locations, contingency plans etc.
- personnel identifying key roles and tasks i.e. cameraman, director, editor etc.
- budget including materials, equipment, personnel etc.
- copyright, slander/libel, royalties, offensive language, public interest, performance rights etc.

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 mandatory unit 01, and it prepares the learner for the production work they could do in unit 20, although some Centres may choose to integrate it with some of the optional units 34, 41, 43, 46, 50, 54, 55, 64, 65 which could then be advertised in 18.

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.

Centres could approach this unit as a client brief in order to give their learners a clear understanding as to the approach required in order to satisfy the client's requirements for the final product.

P1: Learners should be taught the principles of textual analysis for audio media products and should understand the media theory relevant to signification such as denotation and connotation, so that they are able to analyse the chosen audio product. Learners could look at the production processes for the chosen product through case studies, using sources such as the Internet, written material, exhibitions, radio etc to inform their analysis. It may also present an opportunity, where possible, for learners to undertake a visit to a media practitioner, organisation or institution such as the BBC. Learners should be taught the principles of audience targeting. They should understand that audio media products are aimed at people based on established demographics such as age, spending power, lifestyle and these demographics are used to create products that are of appeal and promoted to specific target groups. Learners could look at institutions like RAJAR, company marketing material to inform their analysis. Their findings could be evidenced by outcomes such as written textual analysis, annotated material, slide presentation, blog, written report etc.

P2: If working as a team learners should be encouraged where possible to discuss their ideas as a group 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 and not restrict the possibilities based on the research undertaken for the professional audio media product. If learners are holding meetings by setting an agenda and recording minutes, they may find it more beneficial to agree and distribute the agenda prior to the meeting, to reflect good working practice. Minutes or planning diaries should consider what was discussed at the meetings, what decisions have been made, any subsequent actions and who has responsibility for these, it is also an opportunity for learners to highlight their part in the process and any changes or revisions to the plans for the audio product/s. Learners should be encouraged to see this as an ongoing process throughout the unit. Suggested evidence for learners ideas could be produced as mood boards, spider diagrams, sketches or a written synopsis of their ideas.

P3/M1/D1: It is important wherever possible, that learners should use industry standard formats and terminology when producing the treatment/proposal. When producing their treatment/proposal learners should consider the possibility to develop their product further for example they could plan to develop the frequency of their audio media product into a daily or weekly or monthly schedule, they would also need to give consideration to the potential content, continuity etc. Learners should refer to their analysis in P1 particularly when considering how their selected ideas are appropriate for the needs of the target audience, demographics and lifestyle for instance. It may be useful for learners to have a practical unit in mind when generating ideas and particularly when producing sample pre-production material, such as audio script, sample music, wild tracks etc.

P4/M2: When presenting their ideas, proposals and sample pre-production materials to the producer or client or teacher in the role of the producer or client or focus group learners should provide a verbal introduction to the presentation of their original audio based media product, which could be a formal or informal presentation. Learners should consider the layout of the room, appropriate use of equipment, which should be tested to ensure that it is functioning properly in advance of the presentation. Learners should ensure that their sample material is well presented and easily accessible to their client so that it enhances the presentation and illustrates the original proposal If working as a group it is important that learners can demonstrate their contribution to this process, which could take the form of a witness statement from the teacher in the role of the client. The presentation could take the form of a slide show, portfolio of evidence in conjunction with a verbal presentation. It is suggested some form of visual (i.e. photographs) or audio/visual recording of the presentation are produced by the learner or the centre. Learners should endeavour to pose probing questions about their product when seeking feedback. Evidence of feedback should take the form of written or verbal feedback, it is suggested that if the feedback is in verbal form the learner makes some form of audio or audiovisual recording of the feedback. Some suggested ways of recording feedback include a completed questionnaire, an audio or audiovisual recording of the feedback, a written report, written response via email. Learners' work should be supported by a witness statement from the client or teacher in role.

P5/M3/D2: It is important wherever possible, that learners should use industry standard formats and terminology when producing the production plan, particular consideration should be given to layout, headings, which should reflect industrial working practices. Learners should use feedback gained when planning the production plan for an original audio media product. It may be useful for learners to have another practical unit they intend to link this unit to in mind when producing their production plan, particularly when considering the timescales, resources and launch date for the product, and how they will deploy their equipment and personnel with reference to a realistic budget. They should consider any constraints they have thought of themselves or gained through feedback and whether their idea will appeal to their target audience. When considering legal and ethical issues candidates should refer to the code of practice for the particular regulatory body, which affects the production of audio media products. Learners revisions to their pre-production material are based on the feedback gained and may include changes or additions to the proposal/treatment, audio script i.e. dialogue, sample music, sample sound effects, wildtracks etc.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their 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

Clark, V & Lewis, E & Baker, J (2002)	*Key Concepts and Skills for Media Studies* Hodder Education
Branston, G & Stafford, R (2006)	*The Media Students Book* Routledge (4th edition)
Briggs, A & Cobley, Dr. P (2002)	*The Media: An Introduction* Longman
O'Sullivan, T & Dutton, B & Rayner, P (2003)	*Studying the Media: An Introduction* Bloomsbury Academic (3rd edition)

Websites

www.bbc.co.uk

www.bectu.org.uk

www.bfi.org.uk

www.channel4.com

www.guardianunlimited.co.uk

LINKS TO NOS

Skillset - Production Film and TV (2005)

P1 Contribute ideas for productions

P3 Prepare a budget for the production

Skillset - Production Design (2003)

PD5 Communicate the visualisation of the production

PD7 Design and produce presentations using information technology

The Newspaper Society – Multimedia and print journalism (2007)

16 Prepare visual material

17 Design and produce page layout

The Publishing Training Centre – Publishing (2005)

UNIT 13 Formulate and present visual design treatments/ proposals



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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