



Teaching Pack for BTEC Tech Awards in Creative Media Production (2022)

Component 2: Developing Digital
Media Production Skills

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Teacher's Introduction

Included in this teaching pack are workshops and lessons for **Component 2: Developing Digital Media Production Skills (teaching from September 2022)**. Accompanying information sheets are included in the workshops as well as handouts and resources that cover all of the learning outcomes required for the course. Component 2 allows learners to develop their skills and techniques in media production processes in one of the following media sectors:

- Audio / moving image
- Print
- Interactive media

This teaching pack provides 29 workshops and lessons across all three media sectors (you may need to select the workshops relevant to your chosen media sector only). 15–17 workshops/lessons have been provided per media sector, some of which you may wish to split over the course of two workshops/lessons.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

The learning outcomes and guided learning hours are as follows:

Learning outcome A: *Develop and apply media pre-production processes, skills and techniques*

Learning outcome B: *Develop and apply media production and post-production processes, skills and techniques to create a media product*

Guide learning hours: 36

This teaching pack covers the following topics:

- A1 **Media pre-production processes and practices**
- A2 **Media pre-production skills and techniques**
- B1 **Media production and post-production processes and practices**
- B2 **Media production skills and techniques**
- B3 **Media post-production skills and techniques**
- B4 **Review of progress and development**

Workshops/lessons set out under each learning outcome have been designed to allow for flexibility and give you multiple options for activities, including: starter activities, main activities, exposition activities, plenary activities, and extension or homework activities. Time limits have been provided as guidelines, which total one hour per lesson/workshop (if you were to select a starter, main, exposition and plenary activities).

Learners will need access to:

- ✓ production facilities for at least one of the three media sectors (audio / moving image, print, interactive)
- ✓ a range of existing media products, e.g. DVDs, audio podcasts, advertisements, magazines, brochures, games, websites
- ✓ a library and/or Internet resources to carry out underpinning research
- ✓ video recording and playback facilities to support development throughout the component and for recording of presentations and other evidence
- ✓ an Internet connection and digital resources

As mentioned previously, although designed to last one hour, most workshops/lessons could easily be extended depending on the needs and abilities of your learners. I would recommend that learners purchase a ring binder with subject dividers to keep their work in, as it will come in handy for preparing for the assignments and for evidencing learners' own progress and development of skills and practices. Alternatively, free blogging sites such as Blogger (www.blogger.com) are a great resource for documenting progress.

A practice assignment has been included in this teaching pack which can be used in the lead-up to the PSA for Component 2. You should also refer to the sample PSAs / the PSAs on the BTEC website for guidance. The completion of the practice assignment has been split across the relevant extension / homework task for each lesson. You may also wish to set the practice assignment separately from the extension / homework tasks to allow for a more controlled mock assignment session/setting. The practice assignment will take approximately 10 hours to complete.

October 2022



A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at zzed.uk/11775

You may find this helpful for accessing the websites rather than typing in each URL.

This resource contains only practice assignments for students to complete to help them prepare for their assessment; for actual assessment you must use the assignments provided by the awarding body. By completing the practice coursework activities throughout the learning phase, it is intended that students will cover all of the kinds of things they will be asked to do in their actual assessment. Alternatively, by setting a 'mock assignment', you can prepare your students for the scale and experience of completing an actual assignment. You may wish to mix these approaches, e.g. by taking the first approach through the first Learning Aim, and setting a mock assignment later on for others; or vice versa so that when they do their very first assessment they already have some experience of assignments.

Specification Overview: Component 2 Developing Digital Media Production

What to expect

- Creating a media product from **one** of the following sectors: audio / moving image
- Workshops to develop understanding of media production skills and techniques (pre-production, production and post-production)

What will learners need to do?

- Learners will need to create the content for their media products themselves or use secondary sources, such as an image or a sound effect, if it is too difficult to create
- Learners will engage in an ongoing process of review throughout a media production
- Learners will experiment with different ways to record the production process, such as an index page and links to each section, a blog with links to each section, a project diary
- Learners will experiment with different creative techniques to generate ideas, e.g. mind mapping, visualisation, making new connections and reverse thinking
- Learners will understand different techniques for managing time, e.g. project planning, production schedules and contingency plans
- Learners will maintain a record of how original content is created, e.g. annotations
- Learners will experiment with techniques for exporting digital media products, such as compression techniques, selecting an appropriate file format and export settings

About the learning outcomes

Learning outcome A: Develop and apply media pre-production processes, skills and techniques. Learners will be encouraged to experiment with different pre-production processes and practices. This should include:

- Considering different stylistic approaches
- Considering ideas for content and ways to structure initial ideas
- Considering how to create a specific atmosphere/mood/ton
- Considering ideas for storylines, characters, content and gameplay
- Considering how these ideas could be structured into scenes, narratives, time
- Reviewing ideas by expanding, rejecting and refining ideas into a selected idea
- Reviewing techniques and approaches in response to the creative brief

Learning outcome B: Develop and apply media production and post-production processes, skills and techniques. Learners will be encouraged to experiment with different production skills and techniques, e.g. editing, sound design, animation, etc.

About the assignment

Learners will be required to work independently to create a media product in response to a brief. The assignment is made up of two tasks: task 1 – students will make use of pre-production processes, skills and techniques to create pre-production materials (learning outcome A) and task 2 – students will use production and post-production processes and practices to develop, review and refine their media product in response to the brief (learning outcome B).

The assignment is made up of two tasks: task 1 – students will make use of pre-production processes, skills and techniques to create pre-production materials (learning outcome A) and task 2 – students will use production and post-production processes and practices to develop, review and refine their media product in response to the brief (learning outcome B).

Students will be given approximately 10 hours to complete the assignment (approximately seven hours for task 1 and three hours for task 2). Assignments will be marked and moderated by Pearson. The results of the assignment will be released in October and February each year through the secure site. For more information on the assignment, please go to the Pearson website.

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Lesson Overview

Workshop	Workshop Outcomes	Resources Needed
A1 Media pre-production processes and practices		
Practical Workshop 1 – Research, discover and evaluate	Learners should understand: <i>research skills and techniques</i>	<ul style="list-style-type: none"> Researching a topic worksheet Research skills worksheet Research report worksheet
Practical Workshop 2 – Generating and developing ideas	Learners should understand: <i>the creative techniques to generate and develop ideas</i>	<ul style="list-style-type: none"> Mind mapping top tips sheet Generating and developing ideas information sheet Generating and developing ideas worksheet
Practical Workshop 3 – Practical experimentation	Learners should understand: <i>the purpose of practical experimentation</i>	<ul style="list-style-type: none"> Experimentation information sheet 3-2-1 worksheet Experimentation worksheet
Practical Workshop 4 – Reviewing ideas	Learners should understand: <i>techniques and tools to review ideas</i>	<ul style="list-style-type: none"> Wall of ideas Idea evaluation matrix Creative matrix Parking lot method
A2 Media pre-production skills and techniques		
Skills Workshop 1 – Produce, review and refine material for audio / moving image media productions	Learners should understand: <i>how to produce, review and refine material relevant to audio / moving image media productions</i>	<ul style="list-style-type: none"> Breaking down the script Sound log template Recording schedule Screenplay planning template Storyboard match-up activity sheet Storyboard template Storyboard checklist

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Workshop	Workshop Outcomes		Resources Needed
B1 Media production and post-production processes and practices			
Practical Workshop 1 – Production workflows	Learners should understand: the requirement for production workflows	Production workflow worksheet	
Practical Workshop 2 – Preparing assets	Learners should understand: best practice to preparing assets	Production workflow worksheet	
Practical Workshop 3 – Managing assets	Learners should understand: best practice to managing assets	Production workflow worksheet	
Practical Workshop 4 – Experimenting with different techniques	Learners should understand: experimenting with different techniques	Production workflow worksheet	
Practical Workshop 5 – Exporting for digital distribution	Learners should understand: how to export for digital distribution	Production workflow worksheet	
B2 Media production skills and techniques			
Skills Workshop 1 – Shooting video in different locations for <u>audio / moving image</u> media productions	Learners should understand: skills and techniques related to shooting video in different locations, shot composition, framing, angle and camera movement	Who are the leads? Receivable sheets Shooting schedule example Health and safety scenarios Risk assessment template Rule of thirds Framing, angle, camera movement match-up exercise sheet Scenario worksheet	
Skills Workshop 2 – Lighting techniques for <u>audio / moving image</u> media productions	Learners should understand: different lighting techniques used in audio / moving image media productions	Lighting techniques information sheet Scenario worksheet	
Skills Workshop 3 – Production design for <u>audio / moving image</u> media productions	Learners should understand: production design for audio / moving image media productions	Forbidden words! Production design sheet	
Skills Workshop 4 – Creating and recording audio in a	Learners should understand: skills and techniques related to creating	Sound log template	

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Workshop	Workshop Outcomes	Resources Needed
B3 Media post-production skills and techniques		
Skills Workshop 1 – Editing audio / moving image media products 	Learners should understand: skills and techniques related to editing audio and video including importing audio, multitrack editing, matching volume, playback levels, volume, normalisation, pan and balance, rough cuts, rendering, previewing, synchronising and editing sequences	Editing audio checklist Editing video checklist Forbidden words!
Skills Workshop 2 – Creating page layouts and creating visual impact for print media products	Learners should understand: skills and techniques related to paragraph and character styles, text wrap, columns, creating a visual hierarchy and using white space	Sample copy
Skills Workshop 3 – Designing print media products	Learners should understand: skills and techniques related to page layout, page design, typography and use of colour	N/A
Skills Workshop 4 – Editing text for print media products	Learners should understand: skills and techniques related to editing copy	Captioning worksheet
Skills Workshop 5 – Using web design software for interactive media products	Learners should understand: how to use web design software	Web design worksheet
Skills Workshop 6 – Creating digital publication for interactive media products	Learners should understand: how to use digital publication software	Digital publication worksheet
Skills Workshop 7 – Designing user interfaces for interactive media products	Learners should understand: how to design a user interface	User interface worksheet
Skills Workshop 8 – Using game engines for interactive media products	Learners should understand: how to use game engines	Game engine worksheet Top tips worksheet
Skills Workshop 9 – Adding interactivity in games for interactive media products	Learners should understand: different examples of interactivity in games	N/A
B4 Review of progress and development		
		Skills audit – ongoing review Content review

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Practice Assignment

Ten hours will be required to complete the practice assignment. The practice assignment is set as homework/extensions tasks within the relevant workshop/lesson plan. The following tasks are for the setting of practice assignments only. The PSAs found on the assignment are used when setting and marking the actual assignment.

Practice assignment

Introduction

This practice assignment is intended for you to show your knowledge, understanding and media production skills to create a media product in relation to the creative brief.

In this practice assignment, you will complete two tasks:

- For task 1, using pre-production processes and related techniques, you will produce a media product (learning outcome A)
- For task 2, using production and post-production processes and related techniques, you will edit and refine your media product (learning outcome B)

You have approximately 10 hours of formal supervision to complete the practice assignment.

- 3 hours to complete task 1
- 7 hours to complete task 2

Your teacher will advise you when you can move on to the next task.

You must work independently and you cannot work with or discuss your work with others.

Ensure all work completed is your own. You will be asked to sign a declaration of authenticity.

Ensure you reference and clearly identify others.

If you have questions about the requirements of tasks, what evidence you need to collect or what resources you are allowed to access, you can ask your teacher during the formal supervision hours.

You cannot request feedback about how to improve your work, nor can you request help with any questions or problems in the tasks.

All work relating to the practice assignment must be held securely between sessions.

You will be able to access the Internet for the purpose of research and any software for the production of your media product, but this will be monitored by your teacher.

Useful tips

Read the information given in the vocational context and each task section of this assignment prior to starting any work.

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Qualification	Pearson BTEC Level 1/2 Tech Award in Creative Media Production
Relevant component	2: Developing Digital Media Production Skills
Name of learner	
Completion time	Approximately 10 hours
Submission deadline	
Assessment type	Practice assignment

Resources	<ul style="list-style-type: none"> • A media lab/studio or working space • A range of media equipment, software and materials as appropriate to the programme being delivered, with appropriate safety considerations • Secure digital file storage for backing up work safe between sessions • Access to a library and/or Internet resources for learner research • Resources for recording and evidencing work, such as cameras
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Vocational context	<p>You have been asked to produce a media product that aims to challenge gender stereotypes.</p> <p>You are encouraged to use gender as a creative tool, for example:</p> <ul style="list-style-type: none"> • thoughts, opinions and themes related to gender • challenging current representations of gender <p>You must engage with the media production process for your assignment to produce a media product.</p>
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TASK 1	<p>Develop and apply media pre-production processes, skills and techniques to produce a media product.</p> <p>Pre-production phase:</p> <p>You should engage with media pre-production processes, including:</p> <ul style="list-style-type: none"> • generating and developing ideas for your media product • practical experimentation • applying sector-specific skills and techniques to shape production material • reviewing pre-production work to refine and improve production material
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Learning outcome	A: Develop and apply media pre-production processes, skills and techniques to produce a media product.
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Suggested evidence	<p>A portfolio of work, including:</p> <ul style="list-style-type: none"> • idea generation and development • sector-specific pre-production material • review and refinement <p>This could be evidenced through one or any combination of:</p> <ul style="list-style-type: none"> • written work • research and asset logs • annotated images, photographs and screenshots • audiovisual recordings • narrated screen capture/recordings • practical experiments and responses • annotated practical work
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Supervised hours to complete	Task 1 will take approximately three hours to complete
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<p>TASK 2</p>	<p>Develop and apply media production and post-production techniques to create a media product</p> <p>Production and post-production phase: You should engage with media production and post-production to develop, review and refine a media product in response to:</p> <ul style="list-style-type: none"> • applying media production skills and techniques to create content • applying media post-production skills and techniques to bring content together • testing and reviewing production and post-production to improve outcomes • exporting the final product for digital distribution
<p>Learning outcome</p>	<p>B: Develop and apply media production and post-production techniques to create a media product</p>
<p>Suggested evidence</p>	<p>A portfolio of work, including:</p> <ul style="list-style-type: none"> • evidence of the development of your media product through production and post-production phases • evidence of testing, review and refinement • the final outcomes of your media production work: <ul style="list-style-type: none"> - audio and moving image products should be between 30 seconds and two minutes - print products should be approximately three pages - interactive media products should be approximately three levels <p>Your portfolio could include one or any combination of:</p> <ul style="list-style-type: none"> • written work • research and asset logs • annotated images, photographs and screenshots • audiovisual recordings • narrated screen capture/recordings • practical experiments and responses • annotated practical work
<p>Supervised hours to complete</p>	<p>Task 2 will take approximately seven hours to complete</p>



Marking Criteria

Learning outcome A: Develop and apply media pre-production processes, skills

Band 1 – Basic, limited understanding	Band 2 – Adequate
1–3 marks	
<ul style="list-style-type: none"> • Basic/limited application of skills and techniques used to produce limited pre-production material • Basic understanding of pre-production processes and practices • Basic use of review and limited links made between decisions and outcomes in the development process to refine work 	<ul style="list-style-type: none"> • Adequate application used to produce pre-production material • Adequate understanding of pre-production processes and practices • Adequate use of review and links made between decisions and outcomes in the development process to refine work
Band 3 – Competent, good understanding	Band 4 – Confident
7–9 marks	
<ul style="list-style-type: none"> • Competent application of skills and techniques used to produce appropriate pre-production material • Good understanding of pre-production processes and practices • Good use of review and mostly relevant links made between decisions and outcomes in the development process to refine work 	<ul style="list-style-type: none"> • Effective application used to produce pre-production material • Thorough understanding of pre-production processes and practices • In-depth use of review and links between decisions and outcomes in the development process to effectively refine work

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Learning outcome B: Develop and apply media production and post-production techniques to create a media product

Band 1 – Basic, limited understanding	Band 2 – Adequate
<p style="text-align: center;">1–3 marks</p> <ul style="list-style-type: none"> • Basic engagement with production processes and practices • Limited application of production skills and techniques to create basic content for a media product • Basic engagement with post-production processes and practices • Limited application of post-production skills and techniques to competently edit and combine content for a media product • Basic media product produced showing limited understanding of the purpose outlined in the brief • Basic use of review and limited links made between decisions and outcomes in the development process to refine work 	<ul style="list-style-type: none"> • Adequate engagement with production processes and practices • Adequate application of production skills and techniques to create content for a media product • Adequate engagement with post-production processes and practices • Sufficient application of post-production skills and techniques to edit and combine content for a media product • Adequate media product produced showing partial understanding of the purpose outlined in the brief • Adequate use of review and links made between decisions and outcomes in the development process to refine work
Band 3 – Competent, good understanding	Band 4 – Confident
<p style="text-align: center;">7–9 marks</p> <ul style="list-style-type: none"> • Competent engagement with production processes and practices • Good application of production skills and techniques to create appropriate content for a media product • Competent engagement with post-production processes and practices • Appropriate application of post-production skills and techniques to competently edit and combine content for a media product • Competent media product produced showing mostly clear understanding of the purpose outlined in the brief • Good use of review and mostly relevant links made between decisions and outcomes in the development process to effectively refine work 	<ul style="list-style-type: none"> • Thorough engagement with production processes and practices • Accomplished application of production skills and techniques to create content for a media product • Thorough engagement with post-production processes and practices • Accomplished application of post-production skills and techniques to competently edit and combine content for a media product • Effective media product produced showing confident and thorough understanding of the purpose outlined in the brief • In-depth use of review and relevant links made between decisions and outcomes in the development process to effectively refine work

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Part 1: A1 Media Pre-production Process

Practical Workshop 1 – Research, discover and evaluate

Workshop outcomes:

Learners should understand:

- ✓ research skills and techniques



Keywords:

research
discover
evaluate

1 STARTER

Hand out the **researching a topic worksheet** for learners to complete on. This can be used to introduce the process of *research, discover, evaluate*. These do not have the purpose of this exercise but to introduce the topic.

2 MAIN

Introduce examples of research skills to learners. Examples can include:

- Report writing
- Data collection
- Analysis of information from different sources
- Finding information off the Internet
- Critical evaluation
- Planning
- Interviews
- Critical analysis

Hand out the **research skills worksheet**. Encourage learners to provide a definition of the research skills listed above. Using the completed **researching a topic worksheet**, ask learners to list the research skills they would use to research their chosen topic (select up to two). Learners should then evaluate the research they have gathered to reach a conclusion. This can be done using the **research skills worksheet**.

3 EXPOSITION

Summarise the workshop, encouraging learners to discuss the advantages of carrying out research during pre-production, discovering relevant and credible sources and the information gathered. Advantages and disadvantages could include:

Advantages

- Specific
- Can be kept confidential
- Can provide detailed information
- Can provide knowledge and insights into topic

Disadvantages

- Can be costly (e.g. producing questionnaires)
- Time-consuming
- Information may not always be accurate
- Can be difficult to get participants, and information may be hard to use if not relevant

4 PLENARY

Learners to take part in the 3-4-5 activity. Learners to tell three people from the workshop in five minutes.

5 EXTENSION OR HOMEWORK

Learners to write up a research report on their chosen topic using the research skills they have learnt.

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Research skills workshee

Research skill	Definition	Example
Report writing		
Data collection		
Analysis of information from different sources		
Finding information off the Internet		
Critical thinking		
Planning and scheduling		
Inter		
Critical analysis		

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Research report worksheet

Title of research:

Briefly describe the results of your research:



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What did you learn from this experience?

⊖

⊖

⊖

Recommendations:

⊖



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⊖

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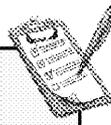
Practical Workshop 2 – Generating and developing ideas

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Workshop outcomes:

Learners should understand:

- ✓ the creative techniques used to generate and develop ideas



Keywords

ideas
creative techniques
mind mapping
visualisation

1 STARTER

Begin the workshop by asking learners what the purpose of mind mapping is:

- generating ideas
- visualising themes/topics
- taking and organising notes
- problem-solving
- revising
- decision-making

Hand out the **mind mapping top tips sheet** and the **generating and developing ideas worksheet** to learners during the workshop.

2 MAIN

You may want to deliver this workshop in parallel to lessons covering narrative structure (e.g. dialogue, visual appearance, content outline, rules, scoring systems, controls, interactive elements that learners are unfamiliar with or have not yet been covered). Learners can demonstrate their understanding of generating and developing ideas by creating a mind map on either side of the page (learners to generate a minimum of three ideas (one mind map per idea)).

Audio / Moving image	Print	Interactive
<ul style="list-style-type: none"> ☞ Narrative and storylines ☞ Synopsis ☞ Dialogue 	<ul style="list-style-type: none"> ☞ Visual appearance ☞ Content outline 	<ul style="list-style-type: none"> ☞ Rules ☞ Scoring systems ☞ Controls ☞ Interactive elements ☞ Levels

This can be done individually, in pairs or in groups of three. Learners can then use their mind maps to develop their ideas further using the mind maps they have created.

Useful software for creating mind maps online:

Miro → <https://miro.com/>

Mural → <https://mural.co/>

Prezi → <https://prezi.com/>

Canva → <https://canva.com/>

3 EXPOSITION

Select learners to share and talk through their mind maps. Summarise their ideas.

4 PLENARY

Select learners to give an advantage or a disadvantage of mind maps until all learners have given one or run out of ideas.

+ **Advantage:** can cover complex topics in a visual way

- **Disadvantage:** can get messy

5 EXTENSION OR HOMEWORK

Learners to finish developing one of their ideas from the mind maps created using one technique from the **generating and developing ideas information sheet**. Learners to evaluate the technique they used using the **generating and developing ideas worksheet**.

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Mind mapping top tips



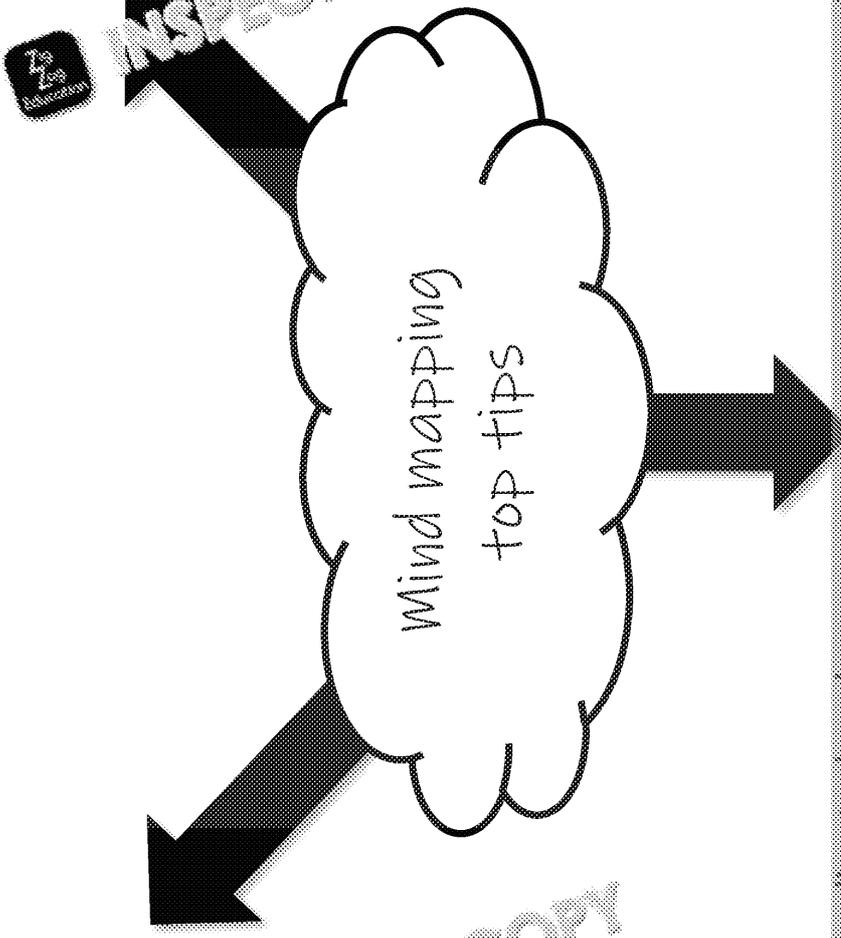
PURPOSE

- 1 Map out and organise your ideas
- 2 Refer back to ideas quickly
- 3 Share your thinking with others easily
- 4 There are no fixed rules



PRESENTATION

- Present in landscape rather than in portrait
- Use colours, lines, circles and arrows to highlight ideas and connect information
- Images, sketches and hand drawings can help make your mind map visually appealing; but remember, mind maps aren't about your ability to draw well
- Make it clear and readable



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Generating and developing ideas information sheet



The following information sheet contains real-life industry techniques that you can use to:

- 1) Discount ideas and be able to provide valid reasons as to why these ideas were not selected
- 2) Make revisions to ideas in the formulation process
- 3) Make decisions about ideas in the formulation process
- 4) Choose a final selected idea and be able to provide valid reasons as to why this idea was selected
- 5) Make new connections
- 6) Visualise ideas
- 7) Brainstorm ideas in a group setting

Techniques that can be used to generate and develop ideas:

Technique	Definition	What the technique can involve	Advantages
Concept screening	Comparing options to gain a consensus	<ol style="list-style-type: none"> 1) Multi-voting: Each group member votes for several ideas. The idea with the most votes is selected. 2) Pros and cons: Each team member notes down the strengths and weaknesses of each idea. The group then selects the best idea based on group opinion. 	<p>Effective group decision</p> <p>Documentation of the decision process</p>
Delphi method	Developing questions surrounding an issue relying on responses from a group of people	<ol style="list-style-type: none"> 1) Creating open-ended questions that address areas that you need answered, e.g. in what ways does the idea appeal to the target audience? A second set of questions can be used to clarify agreement or disagreement, e.g. do you agree or disagree with the statement 'This idea fulfils the brief'? 2) This can be done either as a group exercise or by individuals within the group selecting people outside the group to answer the questions (will need people who offer value, e.g. there is no point asking a child to answer questions on an idea that is meant to target teenagers). 	<p>Helps gather opinions (can be done anonymously)</p> <p>Keeps attention directly on the issue</p> <p>Allows sharing and reasoning of information</p>

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Technique	Definition	What the technique can involve	Advantages
Six thinking hats	 <p>Used to look at ideas from a number of different perspectives</p>	<ol style="list-style-type: none"> 1) White hat – With this thinking hat, you focus on the data available. Look at the information you have and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. 2) Red hat – Look at problems using intuition, gut reaction and emotion. Also try to think how other people will react emotionally. Try to understand the responses of people who do not fully know your reasoning. 3) Black hat – Look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points. 4) Yellow hat – Helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. 5) Green hat – Develop creative solutions to a problem. It is a free-wheeling way of thinking, in which there is little criticism of ideas, e.g. role playing, metaphorical thinking. 6) Blue hat – Process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into green hat thinking, for example. 	<p>Helps with giving a more rounded view (less room for biased thinking)</p> <p>Looks at the effects of a decision from a number of different viewpoints</p> <p>Allows for scepticism and creativity</p> <p>Allows for thinking ‘outside the box’</p>
Negative selection	 <p>Sorting out ideas into ‘no’ and ‘maybe’ piles and ending up with a shortlist of ideas</p>	<ol style="list-style-type: none"> 1) Using criteria such as time, costs, difficulties, fits the brief (you may think others to include), looking at ideas based on the criteria and placing the ideas into either the ‘no’ pile or the ‘maybe’ pile to end up with a shortlist of possible ideas. 	<p>Enables creative thinking</p> <p>Helps gather opinion on ideas</p> <p>Helps you to constructively look at ideas and use criteria (reasoning) to discount or continue with an idea</p>

What other techniques do you know of that would help with selecting and analysing ideas?

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Generating and developing ideas worksheet

Idea #1:

Idea #2:

Idea #3:

Technique I used:

Why I used this technique:

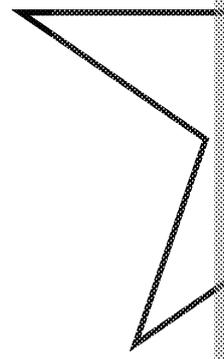
What were the outcomes of using this technique?

	Reasons
Discounted ideas	
Revisions to ideas	
Final selection	



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Winning idea



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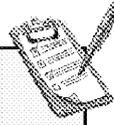


Practical Workshop 3 – Practical experimentation

Workshop outcomes:

Learners should understand:

- ✓ the purpose of practical experimentation



Keywords
experiment

1 STARTER

Begin the workshop by asking learners what experimentation means to them. Have a discussion on the advantages and disadvantages of experimentation and why it is in this stage. Hand out **experimentation information sheet**.

- + **Advantages:** results are specific to the subject matter
- **Disadvantages:** can take time, prone to errors, tightly controlled

2 MAIN

In pairs, learners are to practise experimentation following the step-by-step **information sheet**. Each pair of learners will need to identify a key element they will test, analyse and summarise what they have learnt from the exercise. Allow 20 minutes for class feedback.

Key element examples:

The Experiments with Google website has a collection of open-source experiments that learners can practise themselves: <https://experiments.withgoogle.com/collection/create>. Alternatively, you may ask learners to select either an image, an audio track, a font or video (these can be ones they have created themselves or found online) and experiment with their effects or coding.

Useful links:

YouTube Studio Audio Library: <https://studio.youtube.com/channel/UCE19OGP>

3 EXPOSITION

Go over the key points of experimentation covered in the workshop, reminding learners of the steps involved, with particular reference to the purpose of experimentation and its advantages.

4 PLENARY

Learners to use the **3-2-1 worksheet** and complete with three things the learner learnt from the workshop, two things the learner found interesting and one question the learner still has. Ask them to put out the answer to the question they still have by asking your teacher, or by asking a peer.

5 EXTENSION OR HOMEWORK

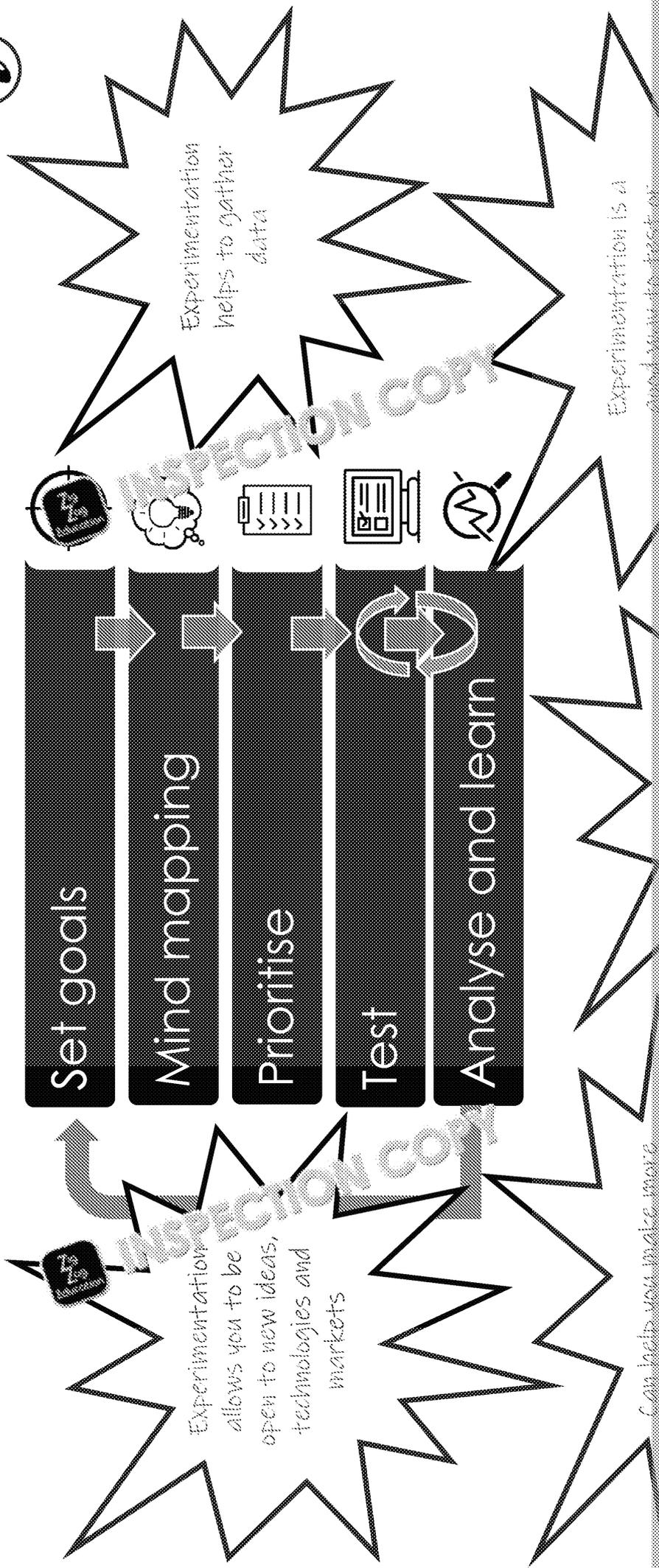
Learners to use the **experiment worksheet** to conduct research into the topic from the brief (page 7) and experiment with different creative techniques to generate their own ideas.

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Experimentation information sheet



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3-2-1 worksheet

3

Things I learnt today

1.

2.

3.

2

Things I found interesting

1.

2.

1

Question I still have

1.

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Experiment worksheet

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What I want to know



What I am going to do



What I think will happen



Results/Outcomes



What I discovered



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Practical Workshop 4 – Reviewing ideas

Workshop outcomes:

Learners should understand:

- ✓ techniques and tools to review, reject, refine and expand ideas



Keywords

review
reject
refine
expand

1 STARTER

Ask learners techniques and tools they use to make decisions to:

- ➡ review
- ➡ refine
- ➡ expand
- ➡ reject

You may want to provide scenarios to instigate discussion, e.g. what shall I have for breakfast at the weekend?

2 MAIN

Introduce learners to tools that can be used to expand, reject and refine ideas.

- ➡ Consider different stylistic approaches, e.g. the atmosphere/mood/tone and location/setting/environment
- ➡ Considering the use of sound
- ➡ Considering design aspects
- ➡ Considering mode of address
- ➡ Considering characterisation
- ➡ Considering different ideas for content (storylines, characters, features, games)
- ➡ Considering different ways to structure the ideas (scenes, episodes, narrative content, sections)

Suggested tools are:

Wall of ideas

Definition: A wall of ideas is a tool that will help with generating and reviewing ideas. This technique uses a set of questions to kick-start creativity and fill an entire wall.

How to use: Begin by asking 10–20 questions aimed at getting creative juices flowing. Write each idea on a sticky note and stuck to the wall within a set time limit. Ideas that are similar and directly related to the theme or not considered useful can be added to a parking lot separately. The wall of ideas can be refined, built on, or new ideas added when conducting research. A template has been provided.

Idea evaluation matrix

Definition: An idea evaluation matrix is a decision-making tool which can be used to evaluate ideas. It is useful for identifying any gaps that need to be addressed by carrying out additional research.

How to use: Define the criteria against which the ideas will be evaluated. A scoring system is defined depending on the criteria chosen. This could be on a Likert scale, rating each idea from 1 to 5. Then each idea is scored against the criteria. The idea with the highest score is the most likely to succeed, and those with the lowest scores are ideas that may need to be rejected. A template has been provided.

Creative matrix

Definition: A creative matrix is a tool that will help spark new ideas based on design briefs.

How to use: Draw a grid on the whiteboard with no more than five rows and five columns. Write a central 'How might we...?' question. Using sticky notes, have each learner randomly place ideas as they can come up with to the cells in the matrix. To encourage learners to think of more ideas, award points for each sticky note. The learner with the highest total score wins. A template has been provided.

Parking lot matrix

Definition: Refers to a *place* that can be used to capture ideas, issues or questions for discussion. These are added to sticky notes and placed within one of the four quadrants of the matrix. The matrix can then help to identify actionable next steps.

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How to use: Draw a grid with four quadrants. The matrix is ranked on ease of implementation, so the four quadrants are: Look for opportunities to use; Keep on the radar; Consider; Do not consider. These can then be reviewed and prioritised for researching/discussing.

Encourage learners to create their own:

- ❖ Wall of ideas
- ❖ Idea evaluation matrix
- ❖ Creative matrix
- ❖ Parking lot matrix

3 EXPOSITION

Summarise techniques and tools that can be used to view ideas. Ask learners to identify the ideas they liked the least and those they liked the most, giving reasons for their responses.

4 PLENARY

Learners to work in pairs, each pair taking it in turns to provide an overview of the ideas covered in the workshop to assess understanding.

5 EXTENSION OR HOMEWORK

Learners to finish their examples of:

- ❖ Wall of ideas
- ❖ Idea evaluation matrix
- ❖ Creative matrix
- ❖ Parking lot matrix



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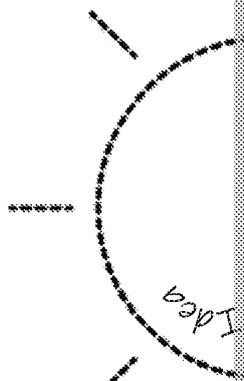
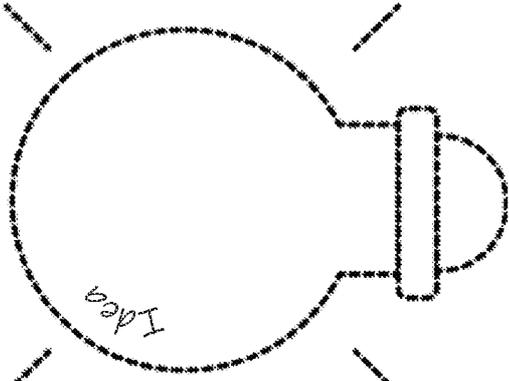
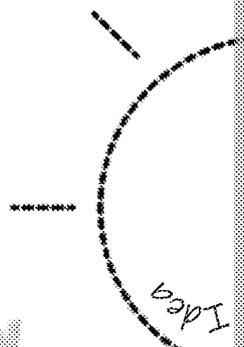
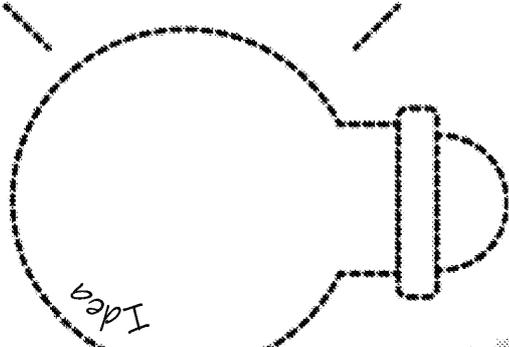
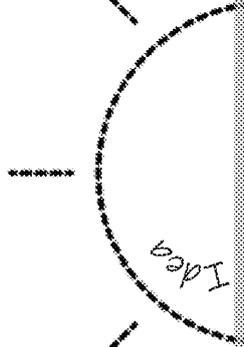
Wall of ideas

How to use

- 1. Kick-starter questions:** Aim for 10–20 questions to get the creative juices flowing. You should take 10–15 minutes.
- 2. Idea clusters**
Cluster similar ideas closer together. This helps to visualise similar insights/ideas.
- 3. Idea parking lot**
You may come up with ideas that are not directly related to the theme or are not useful. Save those in a parking lot matrix for reviewing separately.
- 4. Keep your wall of ideas visible**
This encourages you to come back to the ideas you had and either refine those ideas, reject the ideas, add new ideas or build on the ideas.

Problem statement:

How might I produce a media product that aims to subvert gender role stereotypes?



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Idea evaluation matrix

Problem statement

How might I produce a product that aims to subvert gender role stereotypes?

Scoring key	Criterion 1	Criterion 2	Criterion 3	Criterion 4	SCORE
Idea 1					
Idea 2					

How to use

1. Select 2-3 ideas you will be evaluating.
2. Define the criteria you will be evaluating each idea against.
3. Develop a scoring system to evaluate each idea.
4. Score each idea against the criteria.
5. Compare the scores for each idea - the idea with the highest score should be taken forward.

By evaluating each idea you will have a better idea of:

- what areas need more research or refinement
- which ideas have a higher chance

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Creative matrix

Problem statement:

How might I produce a media product that aims to subvert gender role stereotypes?

How to use

- 1. Categories on the left**
Add the different things you want to come up with, e.g. a particular type of media sector product for each segment.
- 2. Target audiences up top**
Try to put in the different target audiences along the top; that way you can generate ideas for each target audience and accommodate their needs.
- 3. Don't overthink it!**
You can add as many columns as you want. However, for an effective result use fewer than 20 cells.

4. Aim for uniqueness

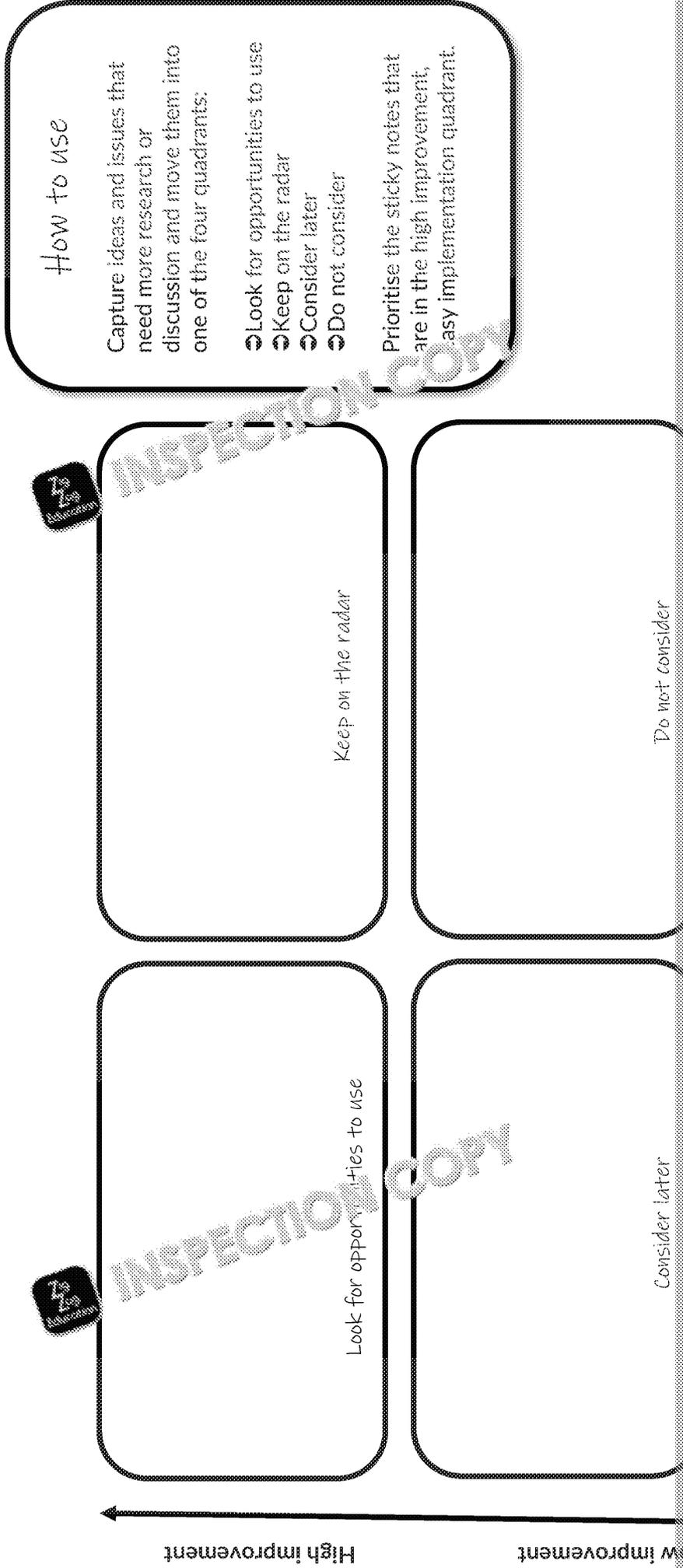
	Target audience 1	Target audience 2	Target audience 3	wildcard
Category 1				
Category 2				
Category 3				

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Parking lot matrix



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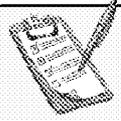
Part 2: A2 Media Pre-production Skills

Skills Workshop 1 – Produce, review and refine audio / moving image media productions

Workshop outcomes:

Learners should understand:

- ✓ how to produce, review and refine material relevant to audio / moving image media productions



Keywords:

storyboard
audio script
screenplay
shot list

1 STARTER

Learners to have 2 minutes to write down as many things as possible that

- Scripts
- Screenplays
- Storyboards
- Shot lists

Learners may discuss this as a group or complete the starter as a game in pairs – the most listed wins.

2 MAIN

Split learners into four groups and have each group complete one of the tasks. Afterwards, learners should share their findings with one another.

1 Audio scripts

- a) Learners to look at examples of scripts. A useful link is <https://issuu.com/kellyenterline/docs/production-script> (learners may also want to pick out a few scripts from searching online)
- b) Learners to discuss the importance of audio scripts. This can be done in groups. Learners to look at the audio script planning documents:
 - [Breaking down the script](#)
 - [Sound log template](#)
 - [Recording schedule](#)
- c) Learners to look at tips for preparing audio scripts for recording and create a plan. <http://theelearningcoach.com/media/audio/audio-recording-scripting>

Audio script definition: the script of an audio / moving image production, such as elements such as sound effects, music, voice-overs (VOs)

2 Screenplays

- a) Learners to watch the following video on formatting screenplays – <https://www.youtube.com/watch?v=XZszextv6yE>
- b) Go to <https://www.scriplyscripts.com> and select a screenplay suitable for the task. For the following screenplays clip, learners to annotate the screenplay with the following information. Learners to format the screenplay using the [screenplay planning template](#).

Screenplay definition: the script of an audio / moving image production, such as instructions and scene directions

3 Storyboards

- a) What is a storyboard?
Discuss with your learners what the term 'storyboard' means or what a storyboard is used for.
This can be done as a mind-map exercise, with the opportunity for group discussion.

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Storyboard definition: A sequence of sketches, directions, e.g. lighting, shot, length production process of a project

- b) You will need the **storyboard match-up activity sheet**. Learners are to use examples into a shot sequence. You may also want to create your own. The correct sequence for this activity sheet is 1: C, 2: B, 3: E, 4: A, 5: D.
- c) Learners to identify and discuss the key 'ingredients' included in planning use this as an opportunity to research storyboards online. This can be done as an activity. **Storyboard checklist** to be given out after this activity.

Shot lists

Shot list definition: Used in film-making, this details all the camera shots that are used (in chronological order).

- a) What is a shot list? Using the **example shot list sheet**, learners to discuss what it is and why it is used. Students will need to match up the shot type with the **the shot name activity sheet** (see page 10 for identifying camera shots).
- b) Using any example of a film or TV clip (between 20 and 40 seconds), learners to identify the camera shots used within the clip. This can be done as a verbal or written activity. **Storyboard checklist** for this activity.

Examples to use for shot list activity 2

- 'Lou' clip – Pixar short film <https://www.youtube.com/watch?v=0iYsBnj2B8>
- San Andreas* <https://www.youtube.com/watch?v=jviGFhqbe0c>
- The Greatest Showman* <https://www.youtube.com/watch?v=AXCTMGYUg>
- Captain Marvel* <https://www.youtube.com/watch?v=PI0NRKsxb-8>

3 EXPOSITION

Go over the key elements covered in the workshop, reminding learners of the production of *producing, reviewing* and *refining* material. You may want to share **produce, review, refine audio / moving image information sheet** to reinforce this throughout pre-production.

4 PLENARY

Learners should sum up what they have learnt in today's workshop by creating a video lasting no longer than 20 seconds.

5 EXTENSION OR HOMEWORK

Learners to draft pre-production material based on the practice assignment. Learners to review each other's pre-production material, highlighting at least one strength and one weakness. Learners to suggest recommendations (2-3) on how they could revise their pre-production material.

This could include demonstrating:

- ✦ **Storyboarding techniques**
e.g. selecting shot types, sketching characters, timelines, filling out background details (important to the shot), adding transitions, adding arrows for character motion and information about the scene.
- ✦ **Drafting scripts for conversational audio products**
e.g. describing types of audio, writing scripted segments and script outlines for a different types of questions for an interviewee, adding timings and cues
- ✦ **Drafting scripts for storytelling audio products**
e.g. communicating the setting/location/mood, writing character cues and dialogue, sound effects, use of music, storytelling
- ✦ **Drafting screenplays**
e.g. slug lines, action lines, writing character cues and dialogue, storytelling
- ✦ **Compiling a shot list**
e.g. ordering the shots, shot number, shot description such as shot type, framing, equipment and location

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Breaking down the script

Audio type	File reference	Narration/Dialog
		
		

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Sound log template

	
Date:	
Production team:	
Location:	
Comments:	

Timecode	Take	Duration	Description	Accept	Comments

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Recording schedule

 Recording schedule		 Recording schedule		
Times	Brief description of activity to be done	List of contributors needed	Equipment needed	Any other information

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Times	Brief description of activity to be done	List of contributors needed	Equipment needed	Any other information

Screenplay planning template

The slug line:

The action:

Character name:

The dialogue:

The parentheticals:

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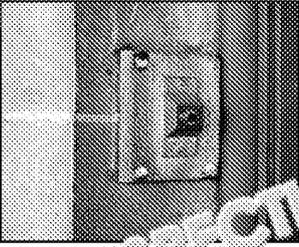
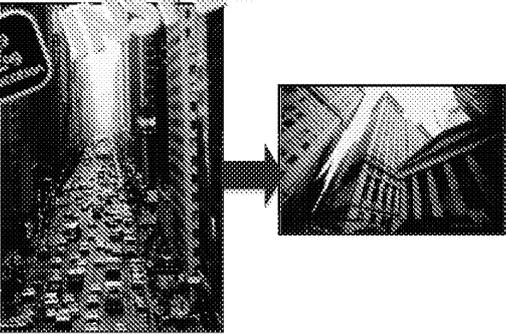
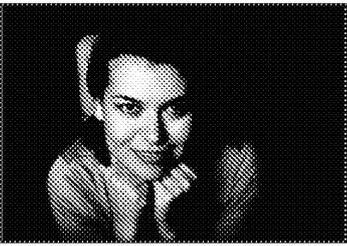
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Storyboard match-up

The sequence is:

1..... 2..... 3..... 4..... 5.....

A		<p>Shot type/frame Length: 5 seconds Angle: Low Transition: Fade Audio: Ambient</p>
B		<p>Shot type/frame Length: 5–7 seconds Angle: High Transition: Fade Audio: Ambient</p>
C		<p>Shot type: Medium Length: 10 seconds Angle: Low Transition: Fade Audio: Soundtrack</p>
D		<p>Shot type/frame Length: 7–10 seconds Angle: None Transition: Cut Audio: Ambient</p>
E		<p>Shot type/frame Length: 7–10 seconds Angle: None Transition: Cut Audio: Ambient</p>

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Storyboard template

Shot type: Framing:	Shot type: Framing:	Shot type: Framing:
Length: Angle:	Length: Angle:	Length: Angle:

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Storyboard template cont.

 Shot type:	Shot type:	 Shot type:
Framing:	Framing:	Framing:
Length:	Length:	Length:
Angle:	Angle:	Angle:
Transition:	Transition:	Transition:
Audio (diegetic, non-diegetic):	Audio (diegetic, non-diegetic):	Audio (diegetic, non-diegetic):

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Storyboard checklist

Shot type (<i>CU, ECU, LS, MCU, MLS, MS, OSS, POV, overhead, low angle, high angle, panning, tilting, tracking, slow motion, speed, zoom in, zoom out, handheld</i>)
Framing
Drawing/illustration
Length of shot
Shot angle
Transition type (<i>continuity, cuts, fades, pace, rhythm</i>)
Audio (<i>diegetic, non-diegetic</i>) (<i>incidental music, bridges, aural motifs, jingles, sound effects, dialogue, levels, perspective</i>)

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Example shot list

Shot #	Shot type	Length of shot
1	ES	01:00
2	ELS	0:30
3	MS	0:10
4		1:10



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Guess the shot name

Long shot (LS)	High angle	
Close-up (CU)	Overhead	
Over shoulder (OSS)	Medium long shot (MLS)	
Medium close-up (MCU)	Low angle	

Example	
A shot that shows a full body shot of the subject in the background	
Where part of the subject takes up most of the frame, showing very little background. A shot useful for showing	
A shot where the subject fills up most of the screen vertically	
A shot used to show extreme detail of the subject in the frame	
A shot halfway between a close-up and medium shot that shows the subject clearly, without getting too close	
A shot from a medium distance	
A shot from above	
A shot that is framed from behind a person, looking at the subject. This is a typical shot used during a conversation between two characters.	
A shot used to show what the character is looking at or how they see the world	
A shot that is looking straight at the subject (centred)	
A shot used to look down on the subject	
A shot used to look up at the subject	

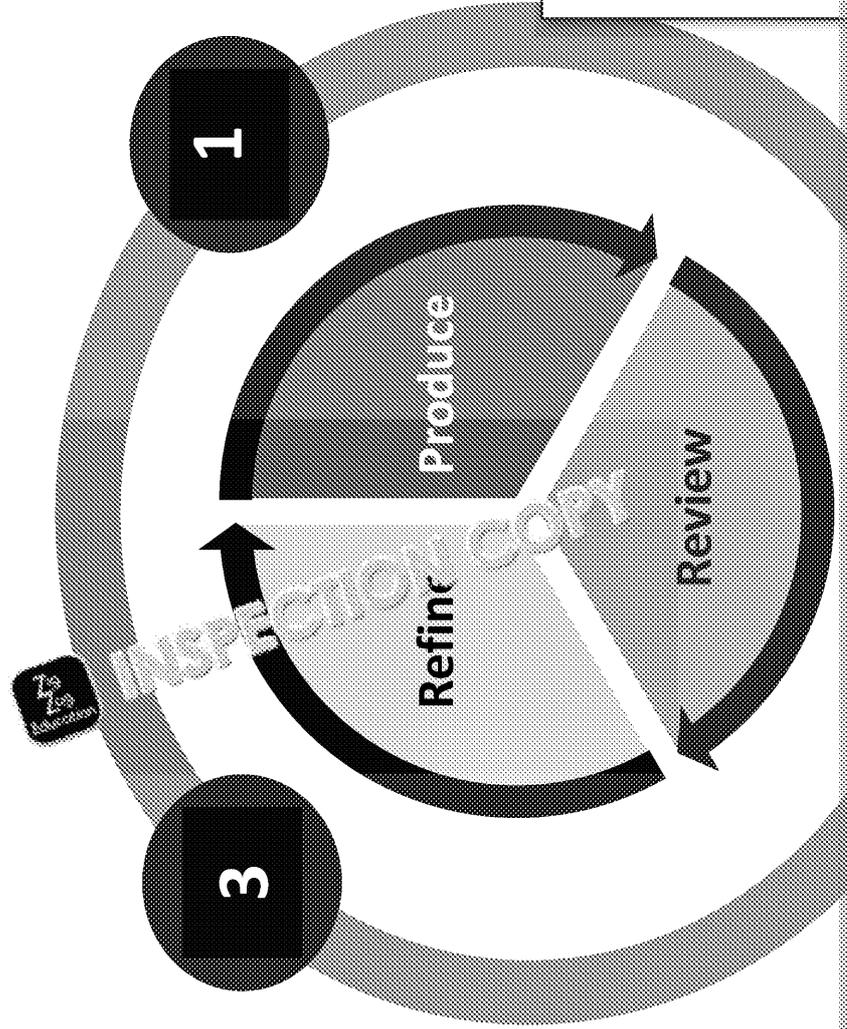
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Produce, review and refine audio / moving image information sheet



Why **Produce**, review and refine audio / moving image material in the pre-production stage?

- test content before it reaches the final stages of production
- receive real audience feedback
- ensure that elements resonate with key audiences
- save money

What types of audio / moving image material should be reviewed in the pre-production stage?

- mood boards

Top tips

- follow good research practice
- identify the elements you want to review and refine

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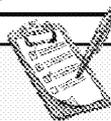
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Skills Workshop 2 – Produce, review and refine print image media productions

Workshop outcomes:

Learners should understand:

- ✓ how to produce, review and refine material relevant to print media productions



Keywords:

mood board
house style
thumbnail

1 STARTER

Learners to have two minutes to write down as many things as possible that

- Mood boards
- House styles
- Thumbnails
- Sketches
- Page layouts
- Flat plans

2 MAIN

Please note: This part of the workshop could take longer than 40 minutes, workshop to two hours total, or conduct some of the tasks as homework tasks if optional and you may want to set one of these only, time permitting.

Mood boards

Mood board definition: helps you establish the design ideas of your publishing project, colours, images, fonts and textures that would perfectly define what the product is.

Learners to watch a clip on how to create a mood board with Pinterest – <https://www.youtube.com/watch?v=tUuihZp8udY>

Extension task: Learners to create a mood board with Pinterest. Templates are available at <https://www.pinterest.co.uk/pin/364439794827822269/> and can be downloaded for the lesson. Learners choose what they will base their mood board on – either newspapers, brochures or advertisements. Alternatively, you may set what learners base their mood board on.

House style

House style definition: defines specific conventions followed by writers and editors in a particular publication or series of publications (newspapers, magazines, comics).

Learners to look at examples of newspapers, magazines, brochures, advertisements and house style. The house style can be broken down into:

- Colours used
- Typography used
- Image and masthead placement
- Headers and footers
- Layout

Examples to use:

Newspapers – *The Sun* <https://media.breitbart.com/media/2016/06/sun-804x1100.jpg>

Magazines – *Seventeen* <https://i.mdel.net/i/db/2016/1/464379/464379-800w.jpg>

Comics – *Avengers* <https://i.stack.imgur.com/ST9fo.jpg>

Brochures – Jaguar https://www.jaguar.co.uk/Images/Jaguar-F-TYPE-Brochure-1X1522100000BGBEN01P_tcm634-607354.pdf

Advertisements – Ikea https://www.adsoftheworld.com/media/print/ikea_eco

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3 EXPOSITION

Go over the key elements covered in the workshop, reminding learners of production of *producing*, *reviewing* and *refining* material. You may want to share **produce, review, refine print media information sheet** to reinforce the cyclical nature of pre-production.

4 PLENARY

Learners should sum up what they have learnt in today's workshop using

5 EXTENSION OR HOMEWORK

Learners to draft pre-production material based on the practice assignment. Learners to review each other's pre-production material, highlighting at least one strength and one weakness. Learners to write recommendations (2-3) on how they could revise their pre-production material.

This could include demonstrating:

✦ **Storyboarding techniques**

e.g. selecting shot types, sketching character outlines, filling out background details (important to the shot), adding transitions, adding arrows for character motion and adding information about the soundtrack

✦ **Drafting scripts for conversational audio products**

e.g. describing types of audio, writing scripted segments and script outlines for a variety of different types of questions for an interviewee, adding timings and cues

✦ **Drafting scripts for storytelling audio products**

e.g. communicating the setting/location/mood, writing character cues and dialogue, adding sound effects, use of music, storytelling

✦ **Drafting screenplays**

e.g. slug lines, action lines, writing character cues and dialogue, storytelling

✦ **Compiling a shot list**

e.g. ordering the shots, shot number, shot description such as shot type, framing, camera equipment and location

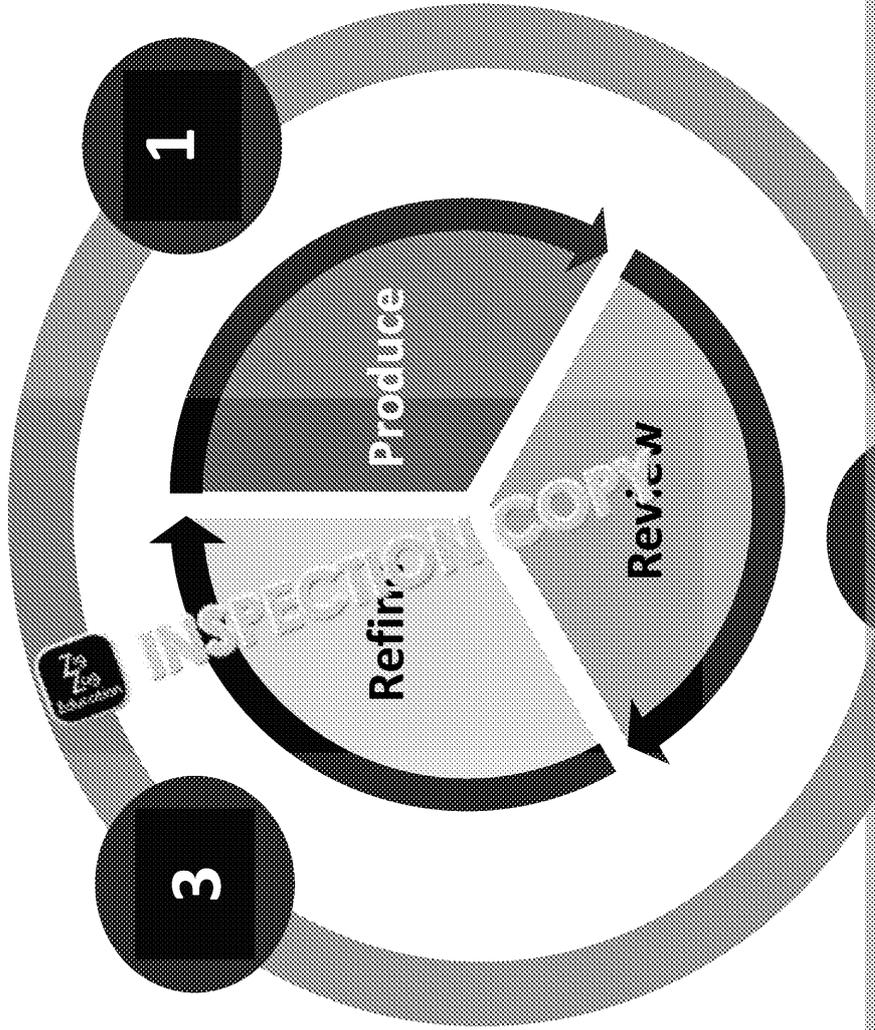


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Produce, review and refine print media information sheet



Why produce, review and refine print media material in the pre-production stage?

- test content before it reaches the final stages of production
- receive real audience feedback
- ensure that elements resonate with key audiences
- save money

What types of print media material should be reviewed in the pre-production stage?

Top tips

- follow good research practice
- identify the elements you want

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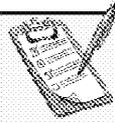
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Skills Workshop 3 – Produce, review and refine interactive media productions

Workshop outcomes:

Learners should understand:

- ✓ how to produce, review and refine material relevant to interactive media productions



Keywords:

wireframes
sketches
storyboards
structure charts
games design

1 STARTER

Learners to play a game of **interactive media forbidden words!** Each card a series of three words learners cannot use to describe the key point. Learners must each card with at least one of these words. This can be done in groups or as a whole-class activity.

2 MAIN

Wireframes

Learners to discuss the purpose of wireframes in planning interactive media. Learners to create their own wireframe (a **wireframe template** is provided within the resources for this workshop).
Mobile game – <https://www.youtube.com/watch?v=i8LpEeSy5A0>
Website – <https://www.youtube.com/watch?v=PmmQjLqJQIY>

Extension task: Learners to create their own wireframe using free online software (<https://pidoco.com/en>)

Sketches and storyboards

Ask learners the questions: What is a sketch? What is a storyboard? Discuss with learners what 'sketch' and 'storyboard' mean. This can be done as a mind mapping exercise with learners. Learners to identify and discuss the key 'ingredients' included in a storyboard. Learners to have a discussion on the similarities/differences to a traditional moving image script.

Hand out the **storyboard template** and **storyboard checklist** to learners. These can be used to practise creating their own storyboards.

Structure charts

Introduce structure charts to learners. You may want to ask learners what they think a structure chart is and gauge learners' understanding. You can guide the discussion by explaining that structure charts map out a sequence. Using the **structure chart information sheet** as guidance, ask learners to create a structure chart for an interactive media product of their choice. Ask learners to review the example structure chart for a game app. How could the structure of the mobile game be improved to have greater user engagement?

To enhance understanding, an example of a structure chart for the game Snakes and Ladders is provided. <https://www.youtube.com/watch?v=...MAhKvQJs>

Games design documents

Introduce games design documents to learners. You may want to explore why games design documents are used for video game development. Reasons could include:

- Organise ideas and keep track of ideas on paper
- Reference certain features or aspects of the game
- Provides all team members with a deep understanding of the game's overview
- Reduces confusion and time going between different departments throughout development
- Keeps you focused
- Sets a schedule
- Contains all unique features and concept artwork, which is useful for marketing

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Example of real-life GDD:

❖ Grand Theft Auto (previously called Race 'n' Chase) <https://www.gamedevs.org>

A GDD serves as a blueprint from which a game is to be built during production. It sets the scope of the game and sets the general direction for the project, keeping the entire team on track. An example GDD checklist has been included.

3 EXPOSITION

Go over the key elements covered in the workshop, reminding learners of the stages of production of *producing*, *reviewing* and *refining* material. You may want to share the **produce, review, refine print media information sheet** to reinforce the cyclical nature of pre-production.

4 PLENARY

Learners to take part in the 3-4-5 activity. Learners to tell three people in the workshop what they have learned in 5 minutes.

5 EXTENSION OR HOMEWORK

Learners to draft pre-production material based on the practice assignment, then review each other's pre-production material, highlighting at least one strength and one area for improvement. Learners revise their pre-production material and add it to their portfolio.

This could include demonstrating:

✦ **Wireframing techniques**

e.g. sketching on paper, using graphic design software, UX design software, wireframing tools, content, considerations for user navigation, sizing, prioritising, positioning to create clear call to action (CTAs)

✦ **Sketches and storyboards**

e.g. positioning, content, UI elements, drawing game environments and game elements, characters, objects, adding annotations to communicate interactive elements/game mechanics

✦ **Structure charts**

e.g. number of screens/pages, mapping how screens/ pages connect together, defining content and interactive elements

✦ **Game design document**

e.g. story/concept/context of the game, game mechanics such as rules, player actions, game play such as objectives, game progression, goals, challenges, rewards, game elements, levels/missions, objects, game assets such as graphics, sound effects and music

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Interactive media forbidden w

<p>GAME OUTLINE Synopsis Description Information</p>	<p>AV Fi Is Repres</p>
<p>CHARACTER Individual Fictional Features</p>	<p>GAME P Att Part Fe</p>
<p>WRITTEN STORYLINE Form Description Narrative</p>	<p>ANNO Com Expla De</p>
<p>VISUAL STORYLINE Form Description Narrative</p>	<p>ASSET Is Val Own</p>
<p>STORYBOARD Sequence Template Graphics</p>	<p>SO Prod Cor Dial</p>
<p>RISK ASSESSMENT Evaluat Identifying</p>	<p>GAME PR Pro Devel Nav</p>
<p>WIREFRAMES Blueprint Screen Website</p>	<p>STRUCTU To Game Syn</p>

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Wireframe template

HEADER

INSPECTION COPY

HOME ABOUT SERVICES CONTACT



BODY
(followed by the content)

INSPECTION COPY

FOOTER

(typically the sitemap, contact details and copyright)



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Storyboard template

Shot #	Shot #	Shot #
Action: Dialogue: FX: Sound: Cut scene / Gameplay: Game task/objective:	Action: Dialogue: FX: Sound: Cut scene / Gameplay: Game task/objective:	Action: Dialogue: FX: Sound: Cut scene / Gameplay: Game task/objective:
Shot #	Shot #	Shot #
Action: Dialogue: FX: Sound: Cut scene / Gameplay: Game task/objective:	Action: Dialogue: FX: Sound: Cut scene / Gameplay: Game task/objective:	Action: Dialogue: FX: Sound: Cut scene / Gameplay: Game task/objective:

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Storyboard checklist

Shot #
Illustration
Action
Dialogue
Special effects
Cut scene  replay
Sound
Game objective/task needed to trigger sequence

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Symbols

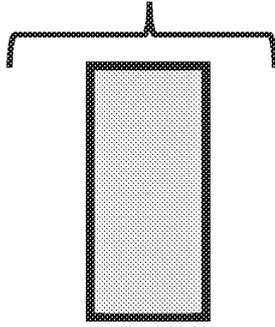


Purpose

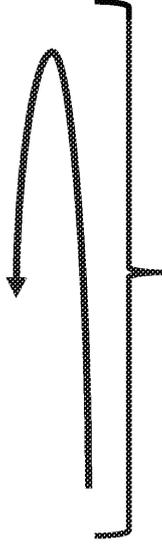
A structure chart is a design tool used in the pre-production stage to graphically map out a sequence of events. This is then reviewed and refined



Process
An instruction that needs to be carried out



Call line
Indicates the path (sequence) between each step



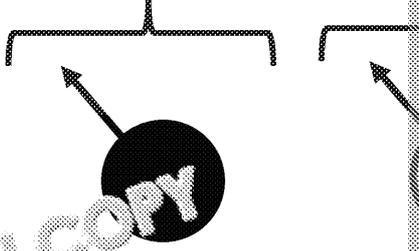
Repetition

Used to represent repetition and highlight that a process can happen more than once



Control parameter

Indicates that a criterion has been met, providing confirmation for the system to proceed



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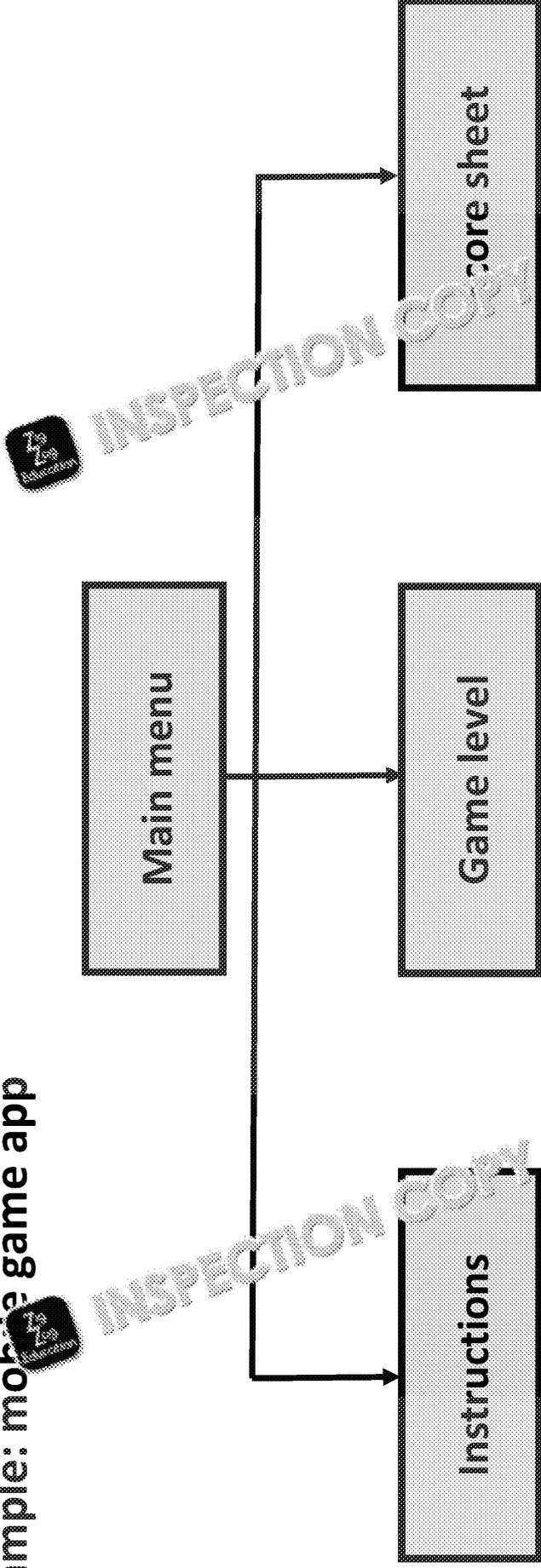


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Structure charts information sheet cont.



Example: mobile game app



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Game design document check

Name of the game
Stakeholders (typically includes teams such as development, design, quality assurance)
Project scope (defines exactly what goals, deadlines and project deliverables you are working towards)
Budget (an estimate of expenditure required)
Timeline (a plan of what needs to happen when)
Elevator pitch (one sentence that concisely describes the game)
Monetisation (a brief explanation of how the game will earn revenue, e.g. in-game purchases)
Story (usually a paragraph synopsis of the story)
Gameplay (describes how the game is played; each feature will need to be described)
Core game mechanics (describes the core game mechanics and how they work)
Game elements (describes the game world, including the characters, locations, and other relevant elements)
Levels/Missions (describes the tasks to be completed in the game)
Assets (describes the audio, imagery and animation needed)

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Part 3: B1 Media Production and Post-Production Processes and Practices

Practical Workshop 1 – Production workflow

Workshop outcomes:

Learners should understand:

- ✓ the requirement for production workflows



Keywords

production
deadlines
resources
progress

1 STARTER

Learners to test their understanding of the term 'production workflow' and the stages for an audio / moving image product by completing the **production workflow** and correctly identify the typical tasks carried out at each stage using the cards provided.

2 MAIN

Working in pairs, learners to create a production workflow guide for a media product. This can be related back to the practice assignment brief if you want learners to do this.

- Define the tasks
- Determine how long each task will take
- Prioritise the tasks
- Create an **equipment/software list template** using the worksheet provided
- Create a **production schedule template** with key milestones and reviews (the Gantt chart or scrum framework) using the worksheet provided
- Consider contingencies / deadlines / obtaining permissions to use copyright materials / locations and participants / complying with relevant laws and regulations

Useful information on production workflows and an accessible production workflow template: <https://miro.com/templates/production-workflow/>

 Go to zzed.uk/117

3 EXPOSITION

Summarise the key benefits of production workflows (saves times, saves money, avoids miscommunication, allocates resources effectively)

- identifying and ordering tasks
- setting deadlines
- monitoring progress
- managing resources

4 PLENARY

Learners to summarise the importance of monitoring progress and managing resources to improve outcomes.

5 EXTENSION OR HOMEWORK

Learners to complete the practice assignment on task 1 (page 7) and begin the practice assignment for task 2 (page 8). Learners to create at least *one* asset in readiness for the next session.

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Production workflow workshe

Definition of production workflow

⇒

Pre-production

Typical tasks



Production

Typical tasks ⇒

Post-production

Typical tasks ⇒

Distribution and promotion

Typical tasks ⇒

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Production workflow workshe

Outline goal of the project	Collaborative review and feedback	Pe
Format content	Outline the narrative	
Perform and checks	Establish reporting system	D
Establish key metrics for measuring success	Identify stakeholders	
Create and approve a creative brief	Determine budget and timeline	
Define roles and responsibilities	Generate rough cut	C
Build equipment list	Create storyboard	
Final approval	Outline shot list	Re
Outline production schedule	Filming	

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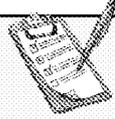


Practical Workshop 2 – Preparing assets

Workshop outcomes:

Learners should understand:

- ✓ best practice to preparing assets



Keywords

assets
create
select
review
re-create

1 STARTER

Begin the workshop by asking learners the importance of review in creating assets. This can lead into a discussion on the advantages and disadvantages when preparing assets.

- + **Advantages:** check for errors which can be rectified before launch, encourage collaboration
- **Disadvantages:** can result in differing opinions, bias, preconceived ideas, time taken

2 MAIN

Working in pairs, learners to use the **content review worksheet** to review each other's assets. The review will include:

- ☞ Checking the amount of content (is there enough?)
- ☞ Ensuring the quality of content (is it good enough?)
- ☞ Ensuring the content is relevant and accurate
- ☞ Identifying content that needs to be improved and replaced

Learners to recommend how they would recreate the asset.

3 EXPOSITION

Summarise the importance of review in preparing assets.

4 PLENARY

Ask learners to summarise a key takeaway from the workshop.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.

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Content review worksheet

Name of learner:

Class:

Date:

Content review relating to:

Audio / moving image

Print

Interactive media

Area related to:

Accuracy

Relevance

Quality

Amount of content

Indicative content that needs to be replaced:

Reasoning:

Actions / next steps:

Date of review:

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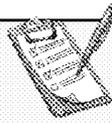


Practical Workshop 3 – Managing assets

Workshop outcomes:

Learners should understand:

- ✓ best practice to managing assets



Keywords:

assets
folder structure
file formats
file names

1 STARTER

- Begin the workshop by asking learners to state the advantages of managing assets:
- setting up folder structures / folder hierarchy
 - selecting file formats
 - using appropriate filenames

Definition: Asset management (MAM) is the process of storing and organizing digital assets into a library which can be easily searched and content easily located.

2 MAIN

Use the practical workshop to set up folder structures. The **directory structure** help learners map out their structures before setting up on a computer. The **file formats** can be used to help learners identify the file formats they will need to use in reading. The **assignment** can be used for this task.

3 EXPOSITION

- Summarise best practice to managing assets:
- setting up folder structures / folder hierarchy
 - selecting file formats
 - using appropriate filenames

4 PLENARY

Ask each learner to identify the advantages of managing assets through their folder structures and filenames – keep going until learners cannot provide any more advantages.

+ **Advantages:** all in one place, catalogue, classify, find the right file at the right time, content control to avoid duplicate files, file sharing, better collaboration among team members

5 EXTENSION OR HOMEWORK

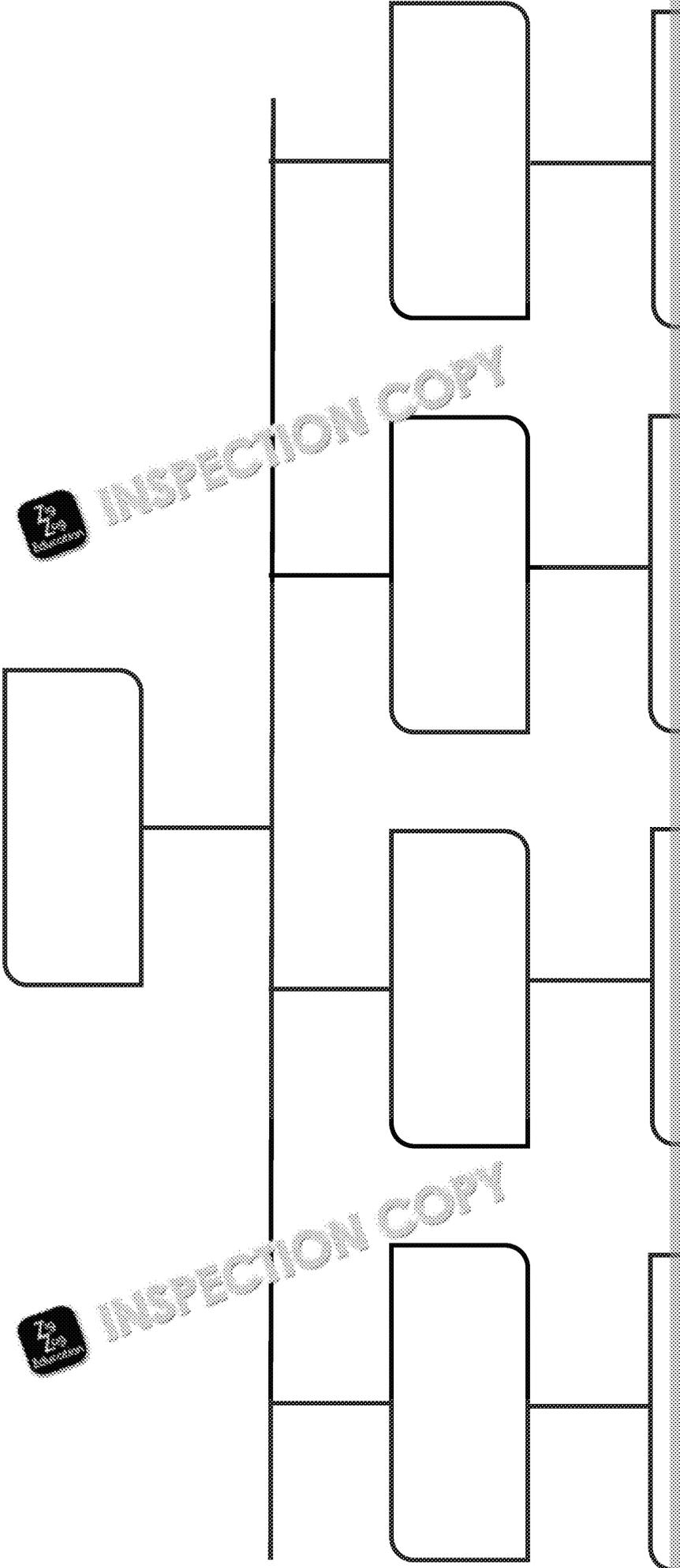
Learners to continue working on task 2 (page 8) of the practice assignment

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Directory structure diagram



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File formats information sheet

Extension	Type of
.docx	Document pro
.pdf	Portable docum
.png	Image
.jpg or .jpeg	Image
.tif	Image
.wav	Audio
.mp3	Audio
.mp4	Video
.gif	Animatic
.avi	Video
.zip	Compressed
.wmv	Video
.pub	Publishi
.mov	Video
.exe	Executable
.html	Web
.psd	Image
.css	Web
.aep	Video
.p.p	Video
.ai	Image
.eps	Image
.indd	Publishi

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Practical Workshop 4 – Experimenting with different techniques

Workshop outcomes:

Learners should understand:

- ✓ experimenting with different techniques



Keywords

design item
rough edit
mock-ups
prototyping

1 STARTER

Start the workshop by asking learners to state the advantages of experimenting. Depending on the number of advantages provided, you may want to ask learners experimenting with different techniques is needed.

2 MAIN

You may wish to split this workshop into three separate sessions to ensure detail. During the workshop, learners will need to understand how to:

Video and audio

- select and import footage/audio
- ensure consistency through the format used, the frame rate used, the resolution, the sample rates used, the channels used, the bit depth used and top and tail audio
- trim footage
- assemble a rough edit for review

Print

- select and prepare images using an appropriate size and resolution
- ensure consistency through the colour mode used, the resolution and dimensions
- create a mock-up for review

Interactive

- import settings
- manage layers
- ensure consistency through format used, resolution and dimensions used
- create a prototype for review

The **experimenting with different techniques checklist** can be used for this work.

3 EXPOSITION

Summarise the different techniques used in your chosen sector.

4 PLENARY

Teach the tasks or ask learners to teach you the different techniques. Prepare (alternative student has been away, ask the class to teach them) and keep explaining all the key points perfectly. Give learners five minutes to prepare and five minutes to present.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.

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Experimenting with different techniques

Video and audio

Select and import footage/audio

Ensure consistency through the format used, the frame rate used, the resolution used, the aspect ratio used, the sample rates used, the channels used, the bit depth and top and tail audio

Trim footage

Assemble a rough edit for review

Print



Select and prepare images using an appropriate size and resolution

Ensure consistency through the colour mode used, the resolution and dimensions used

Create a mock-up for review

Interactive

Import settings

Manage layers

Ensure consistency through format used, resolution and dimensions used

Create a prototype for review



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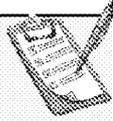
Practical Workshop 5 – Exporting for digital distribution

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Workshop outcomes:

Learners should understand:

- ✓ how to export for digital distribution



Keywords

digital distribution
compression
export
file formats

1 STARTER

Start the workshop by asking learners to list how many types of file format

2 MAIN

Explain compression techniques in getting the best possible image/audio
exporting for digital distribution. Use the **information sheet** to support you:

Export settings

You may want to use YouTube's specification as an example of formatting specific channel requires as this will influence the export settings selected for the audio /

Link → <https://support.google.com/youtube/answer/4603579?hl=en>

Export settings can include:

- ★ Dimensions
- ★ Levels
- ★ Framerate
- ★ Audio Codec
- ★ Aspect ratio
- ★ Quality

Most programmes will have preset export setting depending on the channel. To do different exports you may wish to change the settings on any of the above and compare by side.

Rendering

Refers to the process of merging media files into a single file. This can take quite a long time depending on the complexity of the media files. Did you know? The film Interstellar was rendered due to the graphics used to look realistic. Source: <https://www.wired.com/2014/07/interstellar-black-hole/>

File optimisation

The higher the quality setting, the larger the file size. File optimisation refers to techniques to improve load time of the media. This is particularly useful for websites where user experience. Online tools such as Hubspot's Website Grader <https://website.grader.com/> can provide optimisation improvements. Online tools such as Tiny JPG <https://tinyjpg.com/> can reduce file sizes. To avoid stall, videos need to be streamed at an appropriate rate. Online tools can be used to reduce video's bitrate (the playback speed of the video). Consider different uses e.g. preparing images for web and print will require a different approach.

3 EXPOSITION

Summarise the key benefits and challenges of digital distribution channels e.g. YouTube. Discuss the importance of selecting the appropriate

Key benefits: no cost, easy to set up, easier to manage at an individual level
Challenges: increasing competition, inventory management, reliance on internet access

4 PLENARY

Teach the Teacher: Ask learners to teach you the different techniques. Prepare questions (alternatively, if a student has been away, ask the class to teach them) and let them explain all the key points perfectly. Give learners 5 minutes to prepare

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment

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Exporting for digital distribution information

Export settings

Export settings can include:

- ★ Dimensions
- ★ Levels
- ★ Framerate
- ★ Audio Codec
- ★ Aspect ratio
- ★ Quality

Most programmes will have pre-set export settings depending on the channel. For different exports you may wish to change the settings on any of the above and copy by side.

Rendering

Refers to the process of merging media files into a single file. This can take quite a long time depending on the complexity of the media files.

Did you know? The film *Interstellar (2014)* took 100 hours to render due to the graphics. Source: <https://www.wired.com/2014/10/astrophysics-interstellar-black-hole/>

File optimisation

The higher the quality setting, the larger the file size. File optimisation refers to the process of improving load time of the media. This is particularly useful for websites where user experience is important.

Online tools such as Hubspot's Website Grader <https://website.grader.com/> can be used to identify areas for improvements.

Online tools such as Tiny JPG <https://tinyjpg.com/> can be used to optimise images.

To avoid stall, videos need to be streamed at an appropriate rate. Online tools such as Video Compression <https://www.video-compression.com/> can be used to reduce video's bitrate (the playback speed of the video). Consideration should be given to the use of images for web and print will need a different approach.

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Part 4: B2 Media Production Skills and

Skills Workshop 1 – Shooting video in different locations, composition and camera movement for audio-visual media productions

Workshop outcomes:

Learners should understand:

- ✓ skills and techniques related to shooting video in different locations, shot composition, framing, angle and camera movement

Keywords:

video shoot	shot type
framing	sets
shot composition	focus
high angle	ground level
Dutch angle	overhead
eye level	close-up (CU)
medium shot (MS)	long shot
looking room	lead room
visual meaning	continuity
tilt	pan

1 STARTER

Introduce the five headings – ‘shooting video in different locations’, ‘framing and camera movement’, ‘composition’ and ‘cutaways’ – and place the headings in different places on the desk. Use **Who am I? cards** and place them face down on the desk; ask learners to pick one and think the word relates to. The learner reads what is on their card and the class must guess the correct heading. Repeat this until all the cards have been taken and correctly placed.

Answers for the Who am I? activity

- *Shooting video in different locations* – scouting, recce, risk assessment, filming
- *Framing and angle* – wide shot / long shot, handheld, low angle, high angle, shoulder, medium long shot, close-up (CU), point of view, straight on, eye level (MCU), medium shot (MS)
- *Camera movement* – static shots with tripod, slow motion, tracking, tilting, crane, speed, handheld
- *Composition* – head room, looking room, lead room, rule of thirds, balance, layout, fonts, juxtaposition, integration of text with images
- *Cutaways* – continuity, visual meaning

2 MAIN

Please note: Additional workshops may be required if you run out of time in this workshop.

Shooting video in different locations

- 1) Discuss with the learners what a location scout's job entails. Make sure to cover the **'Recce' definition**: *A term adopted in film-making to basically mean 'location production'.* **Location scouts**, *film-makers identify suitable locations (outside, inside, or on location) and will conduct an assessment based on the suitability of the location.*
- 2) Learners can use cameras for this activity. Split the learners into groups; use the photos they took as evidence to support their choice. Hand out a scenario to each group. Each group has five minutes to 'scout' possible locations around the school/college. They will need to be prepared to discuss the potential locations when they return to the classroom; they can use the photos they took as evidence to support their choice.
- 3) Learners to look at examples of shooting schedules (one is provided within the **shooting schedule example**). A great app for creating shooting schedules is **Studiobinder** (<https://www.studiobinder.com>). You may want to address the pros/cons of using an app and issues that could potentially arise from planning a schedule in different locations.

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Who am I? cards

Scouting	Recce	
Risk assessment	Filming permissions	
Overhead	Medium long shot	
Over the shoulder	Point of view	
Low	High	
Slow motion	Tracking	
Speed	Zoom in	
Handheld	Crane	
Rule of thirds	Asymmetrical composition	
Balance	Juxtaposition	In
Fonts		

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Recce scenarios

Recce scenario 1 *Talking on the*

Recce scenario 2 *Eating a meal*

Recce scenario 3 *Giving a present*

Recce scenario 4 *Driving a car*

Recce scenario 5 *Conversation (*

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Shooting schedule example

Production number: 156	Production title: Inside the Classroom
Director: J Smith	Producer: J Doe
Shoot day number: 1	

Date	Interior / Exterior Day / Night	Scene number	Shot description/summary	Location	Characters	Props/Equipment
28.02.2022	Exterior day	1	Bird's-eye shot of the school building	School grounds	N/A	N/A
28.02.2022	Exterior/interior day	2	Pan/zoom into the school reception	School grounds	N/A	N/A
28.02.2022	Interior day	3	Medium shot of teacher waving and giving hand gesture to follow	School reception	Class teacher	N/A
01.03.2022	Interior day	4	Panning shot following the teacher to the classroom	School hallway	Class teacher	N/A
01.03.2022	Interior day	5	Close-up of classroom door	Classroom	N/A	Classroom door sign
01.03.2022	Interior day	6	Close-up of classroom door opening	Classroom	N/A	Classroom door sign

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Health and safety scenario

Health and safety scenario 1

Lights in studio / kitchen

Health and safety scenario 2

Lifting heavy equipment



Health and safety scenario 3

Slippery surfaces / spills

Health and safety scenario 4

Trip hazards / cables

Health and safety scenario 5

Working in confined spaces



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Risk assessment template

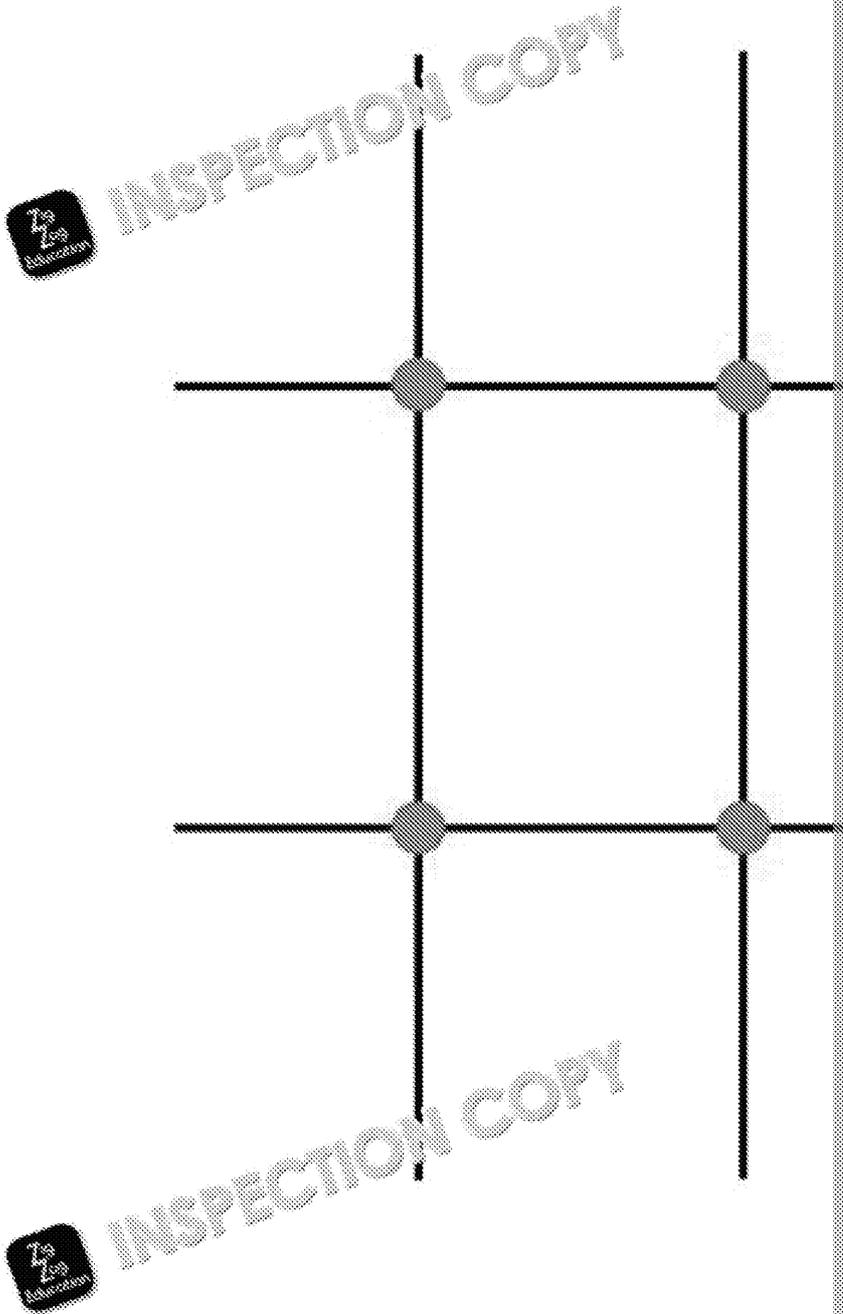
 Name:				
 Location of filming:				
Dates of filming:				
Date of assessment:				
Hazard	Severity of risk (H, M, L)	Likelihood of injury or damage (H, M, L)	Persons at risk (who / how many)	Precautions taken to eliminate risk

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Rule of thirds grid

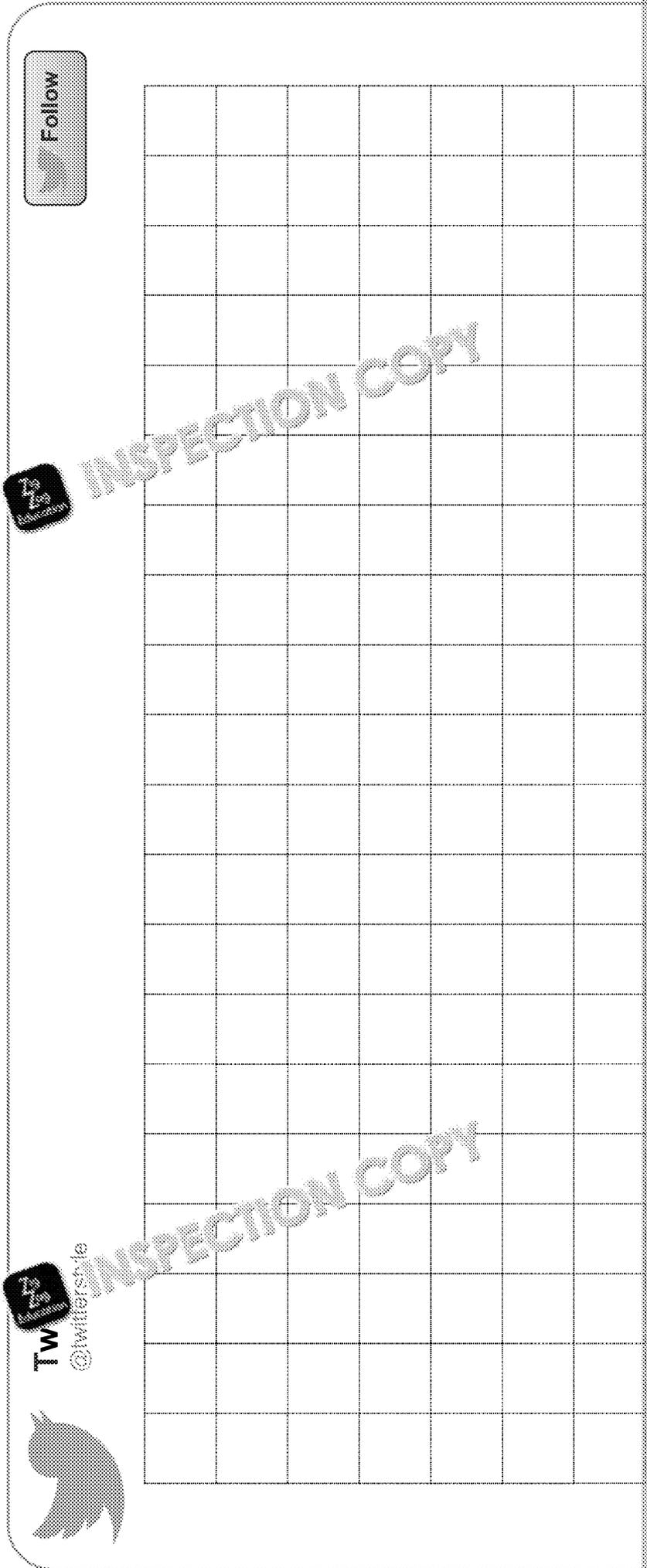


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Tweet It



The image shows a simulated Twitter interface. At the top left is the Twitter bird logo. Below it is the profile information for 'TW @twittersofe', including a profile picture and a 'Follow' button. The main area is a large grid for writing a tweet. The grid is 10 columns wide and 10 rows high. A diagonal watermark 'INSPECTION COPY' is visible across the grid.

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Framing, angle and camera movement

Long shot (LS)	A shot that shows a full body of the subject and the background.
Close-up (CU)	Where the subject or part of the subject fills most of the frame. A shot used to show emotion.
Medium long shot (MLS)	A shot where the subject fills about two-thirds of the vertical frame.
Extreme close-up (ECU)	A shot used to show extreme detail, filling most of the frame.
Medium close-up (MCU)	A shot halfway between a close-up and a medium shot that shows the subject's face and upper body.
Medium shot (MS)	A shot from a medium distance showing the subject from the waist up.
Overhead	A shot from directly above the subject.
Over shoulder (OSS)	A shot that is framed from behind one person's shoulder, looking towards another person. This is a typical shot used in a conversation between two people.
Point of view (POV)	A shot used to show what a character sees or how they see something.
Straight on	A shot that is looking straight at the subject (centre of the frame).
High angle	A shot used to look down at the subject.
Low angle	A shot used to look up at the subject.

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Panning	A camera movement that goes
Tilting	A vertical camera movement that poi camera is station
Tracking	When a camera is mounted on a ca tracks, creating a very smoo
Slow motion	When a moving image is shown mo filmed
 Speed	How fast or slow the mo
Zoom in	A change in the camera lens's focal le that the camera is moving closer
Zoom out	A change in the camera lens's focal le that the camera is moving further
Handheld	Gives the shot a jerky effect that cre
Crane	Refers to a tracking shot taken in the equipment that the camera
Dolly	Refers to a camera placed on a ra towards, away from or alongside the Steadicam.
Dutch angle	Type of camera shot used to produc tilting your head to

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Scenario worksheet

Scenario	Camera framing	Camera angles
Showing action	<p>I will use the following camera framing:</p> <p>Because...</p>	<p>I will use the following camera angles:</p> <p>Because...</p>
Showing the location	<p>I will use the following camera framing:</p> <p>Because...</p>	<p>I will use the following camera angles:</p> <p>Because...</p>
Showing conflict	<p>I will use the following camera framing:</p> <p>Because...</p>	<p>I will use the following camera angles:</p> <p>Because...</p>

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Skills Workshop 2 – Lighting techniques for audio image media productions

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Workshop outcomes:

Learners should understand:

- ✓ different lighting techniques used in audio / moving image media productions



Keywords

lighting
three-point
soft lighting
hard lighting
natural light

1 STARTER

Learners to watch a YouTube clip on 8 Steps to Cinematic Lighting by Tom
➔ https://www.youtube.com/watch?v=0...vZjz3_Uw play the clip from 1:48.  Go to 2:00

2 MAIN ACTIVITY

You will need lighting equipment for this activity. Either yourself or select different lighting examples using the **lighting techniques information sheet** correct lighting example.

Discussion: Encourage learners to discuss the advantages/disadvantages of which lighting technique(s) would be appropriate for different scenes/scenarios.

- ➔ Create visual mood
- ➔ Create atmosphere
- ➔ Create a sense of meaning for the audience

3 EXPOSITION

Recap the different lighting techniques covered. You may want to revisit Skills Workshop 1 to include lighting considerations.

4 PLENARY

Post-it notes: Learners each have two sticky notes; they write on one: one on the other: one question I have. Address the questions, encouraging learners to ask questions.

5 EXTENSION OR HOMEWORK

Learners to work on task 2 (page 8) of the project assignment.

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Lighting techniques information

Lighting	Definition
<i>Contrast</i>	The separation between the darkest and lightest parts of an image to create shadows and highlights
<i>Brightness</i>	Making an image lighter or darker
<i>Filters</i>	Used to produce certain colours or colours
<i>Saturation</i>	The intensity of a specific colour relative to other colours
<i>De-saturation</i>	Removing / lowering the intensity of a specific colour to appear duller and more grey
<i>Tone</i>	Refers to the lightness or darkness of a colour or harsh
<i>Backlight</i>	Heavily lit from behind the subject
<i>Portrait lighting</i>	Provides additional highlights and adds depth
<i>Shade</i>	Screen from direct light
<i>Under lighting</i>	Lighting the subject from below, where the light goes upwards
<i>Overhead lighting</i>	Lighting the subject from above, where the light goes downwards
<i>Side lighting</i>	Light that falls onto the subject from the side
<i>Fill</i>	Soft lighting that softens shadows with a secondary light source
<i>High-key lighting</i>	Lighting that creates low contrast between light and dark areas. Lighting that is used to suggest an upbeat mood
<i>Low-key lighting</i>	Lighting that illuminates parts of the subject to create a dramatic effect with light and dark areas. Lighting that is used to suggest a sense of mystery or alienation.
<i>Shadows</i>	A dark area produced by a physical object blocking light from a surface
<i>Silhouette</i>	An object that can be seen as a dark shape against a light background
<i>Functional lighting</i>	Lighting used for everyday purpose, e.g. in a kitchen or room
<i>Natural lighting</i>	A lighting source created without any artificial light. Examples include the sun, stars etc.
<i>Three-point lighting</i>	Used to illuminate a subject in a scene from three angles. Typically includes key light and fill light
<i>Soft lighting</i>	Used to produce softer shadows. Examples include ceiling lights, table lamps, fairy lights
<i>Hard lighting</i>	Used to produce harsher shadows / contrast. Often used for the aesthetic of the media production

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Scenario worksheet

Scenario	Camera framing	Camera angles	Camera movement
Showing action	I will use the following camera framing: Because...	I will use the following camera angles: Because...	I will use the following camera movement: Because...
Showing the location	I will use the following camera framing: Because...	I will use the following camera angles: Because...	I will use the following camera movement: Because...
Showing conflict	I will use the following camera framing: Because...	I will use the following camera angles: Because...	I will use the following camera movement: Because...

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Skills Workshop 3 – Production design for audio image media productions

Workshop outcomes:

Learners should understand:

- ✓ production design for audio / moving image media productions



Keywords

production design
props
costumes

1 STARTER

Learners to play a game of **forbidden words!** Each card contains a series of three words learners cannot use to describe an image they point. Learners must describe each image on each card without using those words. This can be done in groups or as a whole-class activity.

2 MAIN

Choose two contrasting examples (ideally contrasting) of an existing audio / video production. Examples can be short sequences such as a film trailer.

Examples to use:

Top Gun (2022) https://www.youtube.com/watch?v=giXco2jaZ_4

Downton Abbey: A New Era (2022) <https://www.youtube.com/watch?v=wNOSp>

Learners to individually identify a list of sets, costumes, props and make-up used in the production. Use a **production design sheet**. Allow for opportunity to discuss as a class.

Dune (2022) won the Academy Award for Best Production Design – discussion on production design in *Dune* stand out.

Related article → <https://www.architecturaldigest.com/story/academy-award>

Alternatively, learners to demonstrate their understanding of mise en scène and create a short film trailer of length 30–60 seconds using accessible locations, e.g. classroom. Learners to choose the same location / give learners a scenario but provide learners a different design style. Design styles could include:

- Realism
- Futuristic
- Film noir
- Documentary
- Artistic
- Low budget / gritty

Learners to identify the purpose of production design, e.g. sets, props/costumes to create a believable physical world / bring a story to life / engage audiences. It is about continuity – watching clips from *Great Movie Mistakes* on BBC Three (iPlayer/YouTube).

Time allowing, play the clip on the *Top 10 Production Designs of All Time*

→ https://www.youtube.com/watch?v=RL_xSNTZ9_g

3 EXPOSITION

Summarise the key learning points drawing towards the conclusion of what production design is. Definition by The Film Fund (June 2021) *Production design includes the visual elements of a film with what film-makers call the mise en scène. Production design helps set the scene and helps viewers grounded in the world of the film.*

4 PLenary

Teach the teacher: Ask learners to teach you the content of the lesson in their own words. If they are a complete novice (alternatively, if a student has been away, ask the class to ask you questions until they explain all the key points perfectly. Give learners five minutes to teach.

5 EXTENSION OR HOMEWORK

Learners to work on task 2 (page 8) of the practice assignment.

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Forbidden words! cards

<p>STORYBOARD Sequence Template Graphics</p>	<p>COST C Ch C</p>
<p>PROP LIST Object S List</p>	<p>LIGHTING S T</p>
<p>SHOOTING SCHEDULE Shooting Timetable Plan</p>	<p>PER P P P</p>
<p>RECCE Scouting Location Filming</p>	<p>PERM G A C</p>
<p>SCRIPT DRAFT Production Context Dialogue</p>	<p>SH I S C</p>

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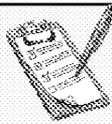


Skills Workshop 4 – Creating and recording audio and on location for audio / moving image media

Workshop outcomes:

Learners should understand:

- ✓ skills and techniques related to creating and recording audio in a studio and on location, acoustics, microphones, ambient sound and recording levels, ambient, Foley sound, sound effects, voice-over, microphone types and placement



Keywords

recording level
audio
studio
on-location
acoustics
noise reduction

1 STARTER

Put a range of questions relating to recording audio, acoustics, microphone recording level around the classroom, written on A4 envelopes.

Questions to use:

- **What types of sounds can be recorded?**
Examples: voices, ambient (e.g. outdoor sounds), sound effects
- **Give an example of where you would use a microphone.**
On a stage or anywhere where it would be difficult for you to be heard without a microphone
- **Name one device that you can use to record audio.**
Phone with recording ability, handheld microphone, radio microphone, boom microphone
- **What is ambient sound?**
Any background noise present at a given location. This can include noises such as babies crying, etc.
- **Where should you position your microphone?**
As close as practical to the sound source without getting so close that you interfere with the sound source
- **What does the phrase 'acoustic' mean?**
The way in which the structure of a building or room affects the qualities of sound
- **What level should you record vocals at?**
At a suitable level so that the sound does not become distorted

Ask learners to add a response to at least five questions by placing their answers on envelopes. The envelopes are then distributed at random to a group of learners, who discuss the responses and their thoughts to the class.

2 MAIN

Learners will need voice-recording equipment for this workshop. Learners are given a scenario that they will need to record and log. The sound log is used for the exercise and can be used by learners when they work on their own sound logs.

- 1 Using the **sound log**, learners are to conduct sound checks / set recording levels (indoors / outdoors / in a studio or on location). Learners to make a log of their findings back to the class. Learners to discuss the importance and advantages of recording levels. You may use examples whereby inadequate sound checks resulted in issues such as delays, unforeseen costs, etc.
- 2 Using the **microphone worksheet**, learners to look at different types of microphone at the same location using each microphone type:
 - Noise-cancelling
 - Handheld
 - Direct-connected
 - Boundary microphone
 - Radio microphone

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Learners to discuss which microphone would be the best one to use giving them all have access to this type of equipment – learners can experiment with phone microphones in different positions to see how that affects sound output, e.g. held like a hand held microphone, held up close to the mouth, held from above, etc.

3 EXPOSITION

Go over the key elements covered in the lesson, reminding learners what is required for recording audio.

4 PLENARY

Using the **tweet it worksheet** (page 80), learners should sum up what they have learned within 280 characters.

5 EXTENSION OR HOMEWORK

Learners should continue working on task 2 (page 8) of the practice assignment.

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Sound log template

					
Date:					
Production team:					
Location:					
Comments:					
Timecode	Take	Duration	Description	Audio	Comments

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Timecode	Take	Duration	Description	Audio	Comments



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Sound worksheet

While completing the worksheet, make sure you list:

- The sound checks that you have conducted
- Reasons why you have noted the location acoustics is either good or poor
- Ambient sounds you can hear

Location	Sound check conducted (yes/no)	Recording levels set at	Location acoustics (good/poor)
Class 			
Sports field / school playground			
Sports hall			
Library 			

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Microphone worksheet

While completing the worksheet, make sure you list the reasons for your preference

Location	Noise-cancelling microphone	Handheld microphone	Direct-connected microphone	Boundary microphone
Classroom				
	Why?			
Sports field / school playground				
	Why?			
Sports hall				
	Why?			
Library				
	Why?			

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Taking photographs

Learners to take photographs of the following, focusing on either composition, an

- A portrait
- A landscape
- A food item
- A fashion item
- A building
- A sporting activity
- Macro activity (e.g. flowers, jewellery)
- Capturing a moment (candid photographs)
- Abstract photograph

Learners to share their photographs with the class and to discuss the differences of different things, e.g. How did they adapt to each scenario? Were some photographs better than others? What did they learn during the process?

Refer learners to the **thirds** concept, as this is also relevant here.



3 EXPOSITION

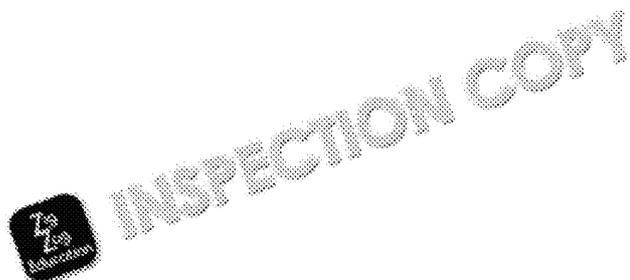
Go over the key elements covered in the lesson, reminding learners what s

4 PLENARY

Using the **tweet it worksheet** (page 80), learners should sum up what the within 280 characters.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment



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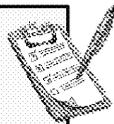


Skills Workshop 6 – Image editing and manipulation techniques for print media products

Workshop outcomes:

Learners should understand:

- ✓ skills and techniques related to image manipulation and creating graphics



Keywords:

layers	drawing tools
objects	image adjustment
transformations	effects
shapes	effects
text	colour
cutting	joining
marking	rearranging
cross-cutting	visual effects
animation graphics	animated titles
crop	scale

1

STARTER

Arrange images around the classroom or on the interactive whiteboard (non-treated images and images that have been manipulated/edited, as well as example graphics). A selection of images has been provided as resources for this lesson on [selection](#) sheet, these can also be found at zzed.uk/11775. Learners are to correct treated and which images have been manipulated/edited, as well as graphics and

Answers:

- Ice cream image – not treated
- Shopping – treated with a sepia filter
- Mountains – treated (changed saturation, brightness and contrast levels)
- Airplane window – not treated
- Sports team – treated (gamma adjust level changed)

These images could also be used to demonstrate techniques such as cropping, scaling

2

MAIN

Image manipulation

Learners to watch a clip on image manipulation in Photoshop – <https://www.youtube.com/watch?v=Pdd1DUgpWns>

Learners to create their own examples of image manipulation using software such as Publisher, Adobe Photoshop, GIMP (www.gimp.org) and present to the class explain new image. Learners to demonstrate the techniques of blending, combining and manipulation examples.

Creating graphics

Learners are to look at examples of newspapers, magazines, comics, brochures and graphics used within them using software such as Canva (<https://www.canva.com>) graphics for the following:

- Fashion magazine
- Travel brochure
- Comic strip

Challenge learners to use all of the following:

- Drawing tools
- Lines
- Shapes
- Text
- Objects
- Effects
- Paths
- Colour

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Cropping, scaling and resizing images

Using the photographs they created in the previous skills workshop, learners are to use software such as Paint.NET or Fotor (<https://www.fotor.com/features/crop.html>), to:

- crop images to create a better composition
- scale and resize images to different sizes (front cover image, advert banner or banner for a web page, etc.)

Learners to discuss how using techniques such as cropping, scaling and resizing in the publishing sector and scenarios in which these techniques would be utilised.

Learners may choose to watch/refer to this clip on how to create graphics in Canva which may be better allocated as homework – <https://www.youtube.com/watch?v=7V>

3 EXPOSITION

Go over the key concepts covered in the lesson, reminding learners what is required in a good composition techniques and creating/editing images.

4 PLENARY

Using the **tweet it worksheet** (page 80), learners should sum up what they have learned within 280 characters.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.

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Starter activity – image selection

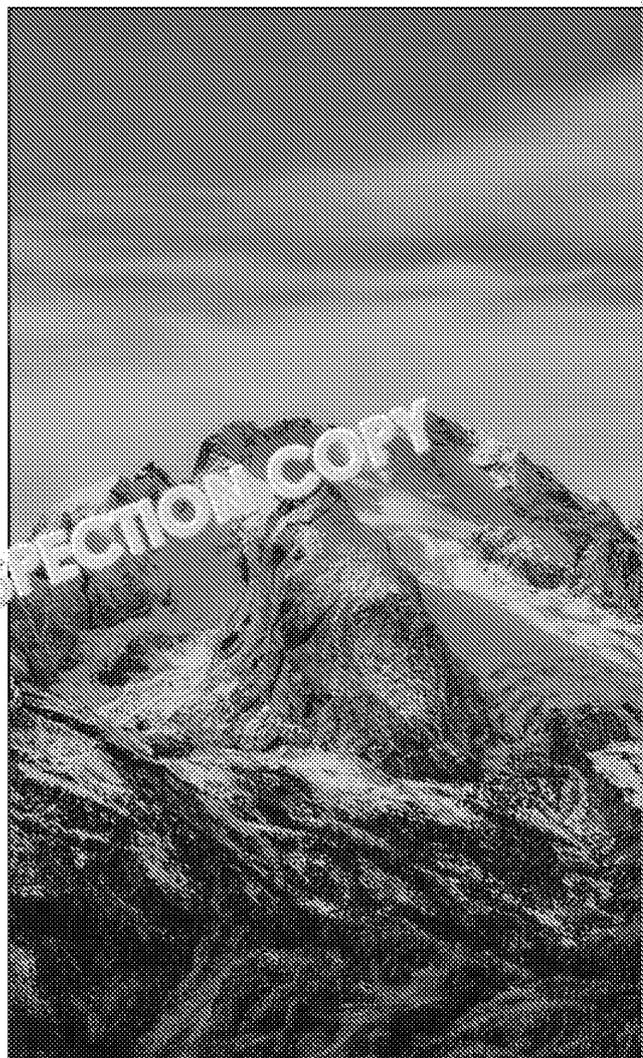


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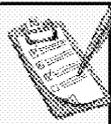


Skills Workshop 7 – Creating vector graphics for interactive media products

Workshop outcomes:

Learners should understand:

- ✓ skills and techniques related to creating buttons, graphics, icons, vector graphics and character sprites



Keywords

2D
character sprites
environments
vector graphics

1 STARTER

Using the **What am I? worksheet**, introduce buttons, graphics, icons, logos and vector graphics. Ask learners to match the terms with the definitions and then discuss the differences between them.

- Buttons – graphical components that provide the user with a simple way to interact with a product.
- Graphics – visual representations that are used on websites to enhance or enable a user's experience. Examples include maps, photographs, designs and patterns, diagrams, logos and icons.
- Icons – small images containing one or more small icons, associated with a particular website or application. Also called Favicons.
- Character sprites – bitmap graphics that can be either a static image or an animation used in video games.
- Graphical user interface (GUI) – pronounced 'gooey' – symbols/pictures used in interactive media products. Examples include icons, menus, scroll bars and buttons.
- Environments and terrain – describes the 'game world'; critical to storytelling in video games. Examples include open world and linear world.
- Vector graphic – a form of computer graphic, typically designed with curved lines and shapes.
- Logo – A symbol, an image, text, shapes or a combination of these to identify a brand or organization.

2 MAIN

Please note: An additional workshop may be required if you run out of time during this workshop.

To demonstrate understanding and use, learners are to use free online software to create buttons, icons and sprites; alternatively, learners may hand draw their creations:

Creating buttons – <http://buttonoptimizer.com>

Creating icons – <https://iconsflow.com>

Creating sprites – <https://www.piskelapp.com>

Games

Roblox https://www.roblox.com/?v=rc&rbx_source=5&rbx_medium=cpa&rbx_campaign=7

Papa's Donuteria <https://www.games.co.uk/game/papas-donuteria>

Creating graphics

Learners are to look at examples of websites and games, and are to identify graphics and vector graphics software such as Canva (<https://www.canva.com>) or any other free software, logos and vector graphics such as a game avatar. Learners may choose to watch this clip on YouTube before they begin: <https://www.youtube.com/watch?v=7VMhwICnMbg>

3 EXTENSION

Go over the key elements covered in the lesson, reminding learners what is required in creating buttons, graphics, icons and character sprites.

4 PLENARY

Using the **tweet it worksheet** (page 80), learners should sum up what they have learned within 280 characters.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.

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What am I? worksheet

Vector graphic

A form of design

Buttons

Bitmap
static image
object

Graphics

Visual representation of
websites to
portrayal of
Examples
designs
charts

Icons

Graphical
the user interface
element

Character sprites

Files containing
associated
web pages

GUI

Describes
storytelling
include

Environment

Symbol
management

Logo

A symbol
combination

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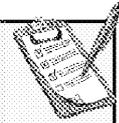


Skills Workshop 8 – Creating 3D assets, taking photographs, image editing and image manipulation for interactive media products

Workshop outcomes:

Learners should understand:

- ✓ skills and techniques related to 3D models, objects, taking photographs, cropping, scaling and resizing images and image manipulation techniques



Keywords:

- composition
- angles
- lighting
- depth of field
- textures
- layers
- selections
- image adjustment

1 STARTER

Introduce the concepts of 3D models, objects, taking photographs, cropping and image manipulation techniques and ask every learner to prepare three questions on the concepts. Revisit the questions at the end of the workshop to ensure that learners have answered all the questions. Learners can use the [questions worksheet](#) to write the questions and answers.

2 MAIN

Please note: Additional workshops may be required if you run out of time during the workshop.

3D models and objects

Learners to discuss the purpose of 3D models and objects in interactive media products. Show examples of websites and games and identify 3D models and objects. Learners to use Tinkercad (<https://www.tinkercad.com>) to create their own 3D model and/or object.

Examples to look at:

- Mini Hatch Price List – <https://www.carparisonleasing.co.uk/files/7b6/Mini%20Hatch%20Price%20List.pdf>
- Bryant Dental – <https://bryant.dental>
- Hinderer & Wolff – <https://hinderer-wolff.fr/cepages-alsace>
- XmasTree game – <https://xmas-tree-game.com>
- Drone flight experience – <http://dronevr.certify-ed.com>

Taking photographs

Learners to take photographs of the following items focusing on either composition or lighting:

- A portrait
- A landscape
- A food item
- A fashion item
- A building
- A sporting activity
- Macro activity (e.g. flowers, jewellery)
- Capturing a moment (candid photographs)
- Abstract photograph

Learners to share their photographs with the class and to discuss the differences between different things, e.g. How did they adapt to each scenario? Were some photographs better than others? What did they learn during the process?

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Refer learners to the rule of thirds concept, as this is also relevant here.

Cropping, scaling and resizing images

Learners are to take the graphics they created in the previous workshop and are to use software such as Paint.NET or Fotor (<https://www.fotor.com/features/crop.html>); learners are to:

- Crop images to create a better composition
- Scale and resize images to different sizes (website advert banner, game graphics)

Learners to discuss how using techniques, such as cropping, scaling and resizing is used in the interactive media sector and scenarios in which these techniques would be utilised.

Image manipulation techniques

Learners to watch a clip on image manipulation in Photoshop – <https://www.youtube.com/watch?v=...>

Learners to create their own examples of image manipulation and present to the class. Learners to demonstrate the techniques of blending, compositing and image adjustment in their image manipulation examples.

3 EXPOSITION

Go over the key elements covered in the lesson, reminding learners what is required in 3D models, objects, taking photographs, cropping, scaling and resizing techniques.

4 PLENARY

Using the **tweet it worksheet** (page 80), learners should sum up what they have learned within 280 characters.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.

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Questions worksheet

Question	A
1.  INSPECTION COPY	
2.	
3.  INSPECTION COPY	

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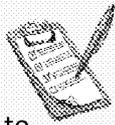
Part 5: B3 Media Post-production Skills

Skills Workshop 1 – Editing audio and video for moving image media productions

Workshop outcomes:

Learners should understand:

- ✓ skills and techniques related to editing audio and video including importing audio, multitrack editing, match volume, playback levels, volume, normalisation and balance, rough cut, titling, preview, synchronising and editing references



Keywords:

importing audio	balance
editing	normalisation
importing	playback
volume	editing
shot reverse shot	rough cut
synchronising	motion graphics
titles	previews
compression	amplitude
equalisation	reverb
crossfade	dissolve
colour correction	distortion
masking	keying
transform effects	animation
slow down	freeze frame

1 STARTER

Learners to play a game of **forbidden words**! Each card will have a key point. Learners cannot use to describe the key point. Learners must then describe the key point using those words. This can be done in groups or as a whole-class activity.

2 MAIN

Please note: Additional workshops will be required if you run out of time in this workshop. You may want to do a short tutorial of how to use the software listed in the tasks. Alternatively, you could go through the activities with the class.

Editing audio to create a music bed (backing track)

Using audio editing software, e.g. Audacity (<https://www.audacityteam.org/>). Learners to complete the following activities:

- Import and play an existing audio file
- Select audio to work on
- Apply an audio effect, e.g. change tempo, change speed, change pitch, add a reverb, compression, amplitude, modulation, delay, equalisation, reverb, noise reduction
- Add two tracks together (multitrack editing)
- Apply an audio transition, e.g. add a crossfade/fade-out
- Experiment with changing volume, playback levels, normalisation, pan and stereo

The Audacity manual website is a great 'how to' resource – <https://manual.audacityteam.org/>

For audio to use as part of this activity, websites such as <https://www.backgroundmusic.com/> offer free music. Learners to select an audio clip and present back to the class. This can be done as a group activity.

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Editing video

Begin this part of the workshop showing Alfred Hitchcock talking about the Kulesh effect
<https://youtu.be/DjSr7QMppi4>

Using video editing software, e.g. Blender (<https://www.blender.org/features/>) complete the following activities:

- Import and play an existing video file
- Select a video extract to work on
- Edit the video sequence – does the editing create a new meaning?
- Add a title
- Apply a visual effect, e.g. filter, change speed, colour correction, distortion, time effects, and transform effects
- Apply an audio **and** visual transition, e.g. add a fade-in/fade-out, crossfade, wipe
- Apply a cutaway
- Edit the video to include a shot/reverse shot
- Edit the video to include a match cut
- Apply audio effects, e.g. fade and gain, compression, amplitude, modulation, noise reduction
- Add an example of a motion graphic, e.g. graphic, title, animation or key frame
- Add audio and synchronise the audio to the action in the video
- Create a rough cut

The Blender tutorials website is a great ‘how to’ resource – <https://www.blender.org/tutorials/>

Editing audio and editing video checklists have been supplied to support students

- | | |
|----------|--|
| 3 | EXPOSITION
Go over the key elements covered in the lesson, reminding learners what is required for editing audio and editing video. |
| 4 | PLENARY
Using the tweet it worksheet (page 80), learners should sum up what they have learned within 280 characters. |
| 5 | EXTENSION OR HOMEWORK
Learners to continue working on task 2 (page 8) of the practice assignment. |

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Forbidden words!

<p>DIALOGUE Spoken Script Order</p>	<p>SOUND Recording</p>
<p>EQUIPMENT LIST Detailed report</p>	<p>TIMING Time Duration</p>
<p>RECORDING SCHEDULE Plan Timetable Time</p>	<p>SOUND Intensity Exposure Level</p>
<p>RECORDING LEVELS Pitch Distortion Testing</p>	<p>COMPARISON Measurement Procedure</p>
<p>SOUND SCRIPT Vibrations Written Plan</p>	<p>SOUND Analysis Assessment Post-processing</p>
<p>RISK ASSESSMENT Evaluating risks Identifying</p>	<p>PERSONNEL Position Velocity Time</p>

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Editing audio checklist

Import and play an existing audio file

Select audio to work on

Add two tracks together (mixing audio)

Apply an audio transition, e.g. add a fade in, fade out

Apply an audio effect, e.g. reverb, gain, compression, amplitude, modulation, equalisation, reverb, noise reduction

Experiment with changing volumes, playback levels, normalisation, pan a

Evidence provided

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Editing video checklist

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Import and play an existing video file

Select a video extract to work on

Edit the video sequence – does the editing create a new meaning?

Add a title

Apply a visual effect, e.g. fade, change speed, colour correction, distortion, masking, keying, time effects, transform effects

Apply a transition, e.g. add a fade-in/fade-out

Apply a cutaway

Edit the video to include a shot reverse shot

Edit the video to include an eye-line match

Add an example of a motion graphic, e.g. graphic, title, animation or key

Add audio and synchronise the audio to the action in the video

Create a rough cut

Evidence provided



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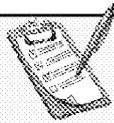


Skills Workshop 2 – Creating page layouts and impact for print media products

Workshop outcomes:

Learners should understand:

- ✓ skills and techniques related to paragraph and character styles, text wrap, columns, creating a visual hierarchy and using white space



Keywords:

layout
pages
spreads
grids
rulers and guidelines
text frames
white space
headlines
coverlines
composition

1 STARTER

Arrange learners into a circle. Encourage learners to throw a soft toy or ball of paper and ask questions / give answers regarding planning skills and techniques in creating publications. Learners can receive. You may wish to set the questions to ensure learner understanding.

Questions to use:

- What is a sketch? *A simple and quick drawing that can be used as a basis for a design.*
- What is a flat plan? *A page plan of a publication that shows how it is laid out.*
- What do you call the page layout of a proposed design? *Composition*
- Why would you use a mock-up? *As a visual draft to convey how visual elements will look before starting production*
- What does typography mean? *Refers to the way text is arranged and presented in a design.*
- What is a masthead? *The title of a publication*
- What is white space? *Empty space around the content and functional elements.*
- What is a running head? *Also called a page header, it refers to the line at the top of a page that provides important information*

2 MAIN

Paragraph and character styles, text wrap and columns

Learners to each have a copy of the **sample copy**. Learners are to refine the sample copy.

- Adding in paragraphs
- Changing character styles (font family and size)
- Adding relevant images to break up the text and adding text wrap
- Adding columns
- Add a pull quote
- Add a headline
- Add subheadings

Learners to compare and contrast the sample copy and their refined version, discussing how paragraphs, character styles, text wrap and columns have been used and the effect.

Creating a visual hierarchy

Visual hierarchy definition: the arrangement or presentation of elements in a way that guides the viewer's eye.

Learners to read a piece on visual hierarchy – <https://visme.co/blog/visual-hierarchy/>

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Learners to choose images and demonstrate a before and after image of:

- Size and scale
- Colour and contrast
- Typographic hierarchy
- Spacing
- Proximity
- Negative space
- Alignment
- Rule of odds
- Repetition
- Leading lines
- Rule of thirds
- Perspective

Using white space

Learners to read a piece on white space –

<https://xd.adobe.com/articles/principles/web-design/what-is-white-space-in-design/>

Learners to look at examples of newspapers, magazines, comics, brochure and ads

- Active white space
- Passive white space
- Micro white space
- Macro white space

Learners to revisit their design comps / mock-ups and evaluate the use of white space

3 EXPOSITION

Go over the key elements covered in the lesson, reminding learners what is required in combining/shaping and refining paragraph and character styles, text hierarchy and using white space.

4 PLENARY

Using the **tweet it worksheet** (page 80), learners should sum up what they have learned within 280 characters.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment

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Sample copy

It seemed that that day was going to be no different from any other day. He day that changed my life forever. The date was 12th July 2022. Another glo cards so I was looking forward to spending my day off enjoying the sun. I for a run in the local park. I was running along at a good pace, I remember to my face while listening to my music, not very loud but loud enough to block sound of my feet thudding against the tarmac. Out of nowhere, I heard a p I stopped dead in my tracks, maybe I had imagined it? I passed it off, acc Turning my music back on, I picked up my pace. Further along the tarmac me. I remember thinking at the time how odd it was that he didn't have ar me, in what seemed like slow motion, as I saw his hat moving to say 'g nodded then I noticed his eyes, piercing and an almost a terrifying glint a shiver down my spine. All of a sudden I had a feeling that something uncomfortable, almost vulnerable. I decided to take a shortcut across the quickened my pace. I saw a piece of bright red fabric in the distance. I thou it was prob a piece of rubbish left over from a BBQ – the area was q As I got cl the red fabric, I saw it was a dress, half concealed by the closer and saw a pale, bloodied face looking back at me. I will never forge rang the police, spluttering and stumbling over my words. Within minutes, turned out, I was the key witness to a murder, not only that, but a murder of the one that was all over the news, who had just disappeared without a police station to give a statement, to remember anything I could to help remembered the man who had passed me. From my witness statement, a media were all over it. This person needed to be caught not just for the j safety of the community. The victim's family came forward and urged t information, anything to get the perpetrator behind bars. For a while, there was a break in the case, a substantial break in fact. The forensic team had follicles on the victim that didn't belong to her. They had found a partial n police finally located the suspect and he was arrested. After hours and hour was questioned, and then came my part to identify the killer; it was the s that fateful morning. I saw them instantly, cold, hard and without remorse. he would've got away with it. I couldn't let that happen. There has been sor – he's serving life in prison. As they say, life goes on but I'm a changed pe

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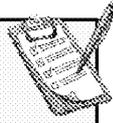


Skills Workshop 3 – Designing print media products

Workshop outcomes:

Learners should understand:

- ✓ skills and techniques related to page layout, page design, typography and use of colour



Keywords:

typography
colour
paragraph styles
character styles
object styles

1 STARTER

Ask learners to teach you on page layout, page design, typography and use of colour. If you are a complete novice (alternatively, if a learner has been away, ask the class to teach you) ask questions until they explain all these things perfectly.

2 MAIN TASK

Learners to choose an existing print media product of their choice and analyse the page layout, page design, typography and colours. Learners to compare and contrast their own with the one they create.

3 EXPOSITION

Go over the key elements covered in the lesson, reminding learners what is required in combining/shaping and refining page layouts, page design, typography and use of colour.

4 PLENARY

Using the **tweet it worksheet** (page 80), learners should sum up what they have learned within 280 characters.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.

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Skills Workshop 4 – Editing text for print media

Workshop outcomes:

Learners should understand:

- ✓ skills and techniques related to editing copy



Keywords:

readability
captions
editing
text

1 STARTER

Learners to use the **caption this worksheet** to provide suitable captions for

2 MAIN

Learners to watch a video on copy-editing: <https://youtu.be/gSKtsrsBHFk>
Learners to use the **edit it** tips guide as a class on editing copy.



Free online copy editing tools such as SlickWrite checks copy for grammatical errors
➔ <https://www.slickwrite.com/#!edit>

3 EXPOSITION

Recap the keywords reminding learners of the importance of

- Readability
- Adding suitable captions
- Editing to fit available space

You may also wish to define the differences between copy editing and proofreading.
Tasks involved in copy editing include checking written material for grammar, spelling, style and punctuation errors. It's prepared for proofreading. In proofreading, major changes aren't made to the copy; only text and formatting errors are confirmed and the material is ready for publication.

4 PLENARY

Using the **tweet it worksheet** (page 80), learners should sum up what they have learned within 280 characters.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.



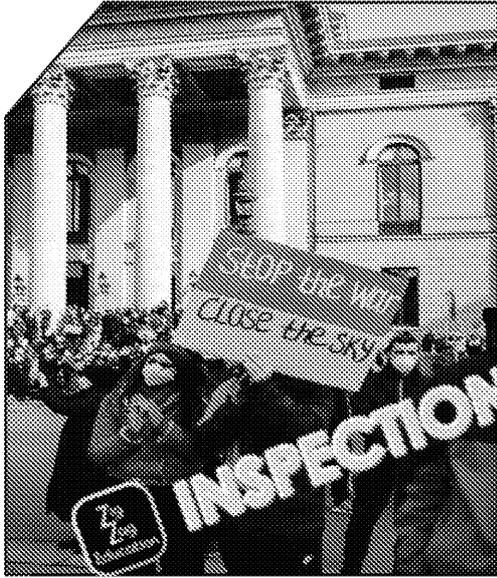
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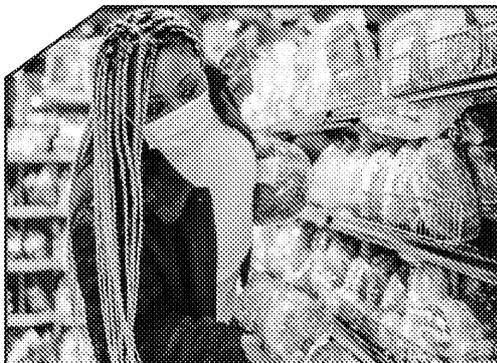
Caption this worksheet



☞



☞



☞



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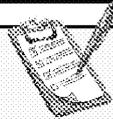


Skills Workshop 5 – Using web design software to create interactive media products

Workshop outcomes:

Learners should understand:

- ✓ how to use web design software



Keywords:

site
page layout
styling object
HTML tables
colour
links

1 STARTER

Give learners examples of web pages to look at. Learners to identify as many

Examples to use:

➔ <https://www.google.co.uk/>

➔ <https://www.airbnb.co.uk/>

➔ <https://www.uwe.ac.uk/>

➔ <https://www.sportengland.org/>



Go to [zzed.uk/11775](https://www.zzed.uk/11775)

2 MAIN

Using web design software, learners to complete the **web design workshop** in using web design software to carry out basic functions.

A good starting point for tutorials ➔ <https://www.w3schools.com/css/default.asp>

3 EXPOSITION

Summarise the skills learnt in the workshop covering off the keywords.

4 PLENARY

Learners to create a website design checklist.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.



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Web design worksheet

Activity	What I did
Set up a site	
Add a border	
Create  a two column page layout	
Create a HTML table to present information	
Add page content	
Create a navigation bar	
Create a text link	
Add a video / animation	
 Add a form	
Use CSS coding to style a HTML document	

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Skills Workshop 6 – Creating digital publication media products

Workshop outcomes:

Learners should understand:

- ✓ how to use digital publication software



Keywords:

animation
hyperlinks
forms
movies
sound clips
buttons

1 STARTER

Give learners examples of digital publications to look at. Learners to identify examples to use:

- ➔ <https://www.leadstrinity.ac.uk/undergraduate-prospectus-2022/build>
- ➔ https://www.warnergoodman.co.uk/cms/document/May_2019___Cyber_Issue
- ➔ <https://extremereach.com/video-benchmarks-2021-q2/>
- ➔ <https://www.nationalgeographic.com/magazine/issue/march-2022>

2 MAIN

Using digital publication software, learners to complete the digital publication checklist. Learners to demonstrate their ability in using digital publication software to carry out basic functions.

Discuss best practice approach to design, content and functionality.

3 EXPOSITION

Summarise the skills learnt in the workshop covering off the keywords.

4 PLENARY

Learners to create a digital publication checklist.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.

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Digital publication worksheet

Activity	What I did
Set up a digital publication	
Create/add an animation	
 Add a hyperlink	
Create/add a form	
Create/add a movie	
Create/add a sound clip	
Create/add a button	
Add a video / animation	
 Add a page transition	
Use a text wrap	

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Skills Workshop 7 – Designing user interfaces media products

Workshop outcomes:

Learners should understand:

- ✓ how to design a user interface



Keywords
user interface
importing
align objects
arrange objects
design buttons

1 STARTER

Give learners examples of user interfaces to look at. Learners to identify
Examples to use:

- ⇒ Touchscreen Graphical User Interfaces e.g. smartphone display
- ⇒ Graphical User Interfaces e.g. Microsoft Windows
- ⇒ Menu-Driven Interfaces e.g. Menu bar
- ⇒ Command Line Interfaces e.g. MS-DOS (C:)

2 MAIN

Using digital appropriate software, learners to complete the **user interface**
their ability in designing user interfaces.

Discuss best practice approach to design, content, functionality and readability.

3 EXPOSITION

Summarise the skills learnt in the workshop covering off the keywords.

4 PLENARY

Learners to create a user interface checklist on what a good user interface

- ⇒ intuitive user navigation
- ⇒ consistency
- ⇒ feedback on user actions
- ⇒ familiar elements
- ⇒ attractive visuals

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 4) of the practice assignment

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User interface worksheet

Activity	What I did
Import an asset	
Add spacing	
 Add a divider	
Use alignment to arrange an object	
Add navigation	
Add a button	
Add a drop-down list	
 Add an icon	
Add a clear call to action	

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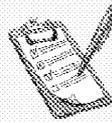


Skills Workshop 8 – Using game engines for interactive media products

Workshop outcomes:

Learners should understand:

- ✓ how to use game engines



Keywords:

game engine
level maps
lighting
sound
importing
assets

1 STARTER

Start the workshop by asking learners the following questions:

- What are game engines used for?

To develop interactive products

- What type of coding is used in game engines?

C# (C Sharp) – relative straightforward coding typical used by smaller game studios

- Name an example of a game engine

Godot, Armory 3D, MonoGame, Unreal Engine

- Name the components of a game engine (hint: there are five)

Game logic, rendering engine, audio engine, physics engine and artificial intelligence

A useful introduction video to how game engines work can be found at

<https://www.youtube.com/watch?v=DKrdLKetBZE>

Go to [zzed.uk/11775](https://www.zzed.uk/11775)

2 MAIN

Using digital appropriate software, learners to complete the **game engine** task demonstrating their ability in using game engines. You may want to do a short tutorial first on the

Open source game engines include:

- Godot <https://godotengine.org/>

Go to [zzed.uk/11775](https://www.zzed.uk/11775)

- Armory 3D <https://armory3d.org/>

- MonoGame <https://www.monogame.net/>

- Unreal Engine <https://www.unrealengine.com/>

Discuss best practice approach to using game engines. A useful video to share with learners on the Godot game engine → <https://www.youtube.com/watch?v=QftpPISiYrY>

3 EXPOSITION

Summarise the key learnings from this workshop.

4 PLENARY

Learners to write their top five tips on game engines using the top tips worksheet.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.

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Game engine worksheet

Activity	What I did
Import an asset (poly/pixel counts)	
Edit an asset (poly/pixel counts)	
Set up levels	
Create a game environment	
Create an animation (sprite, model or object)	
Add physics to the game world (e.g. gravity, collision, detection, rotation, revolution, speed of objects)	
Render graphics (e.g. lighting effects, glow, bump mapping, blending animation)	
Add sound (e.g. sound effects, music, dialogue, voice-overs)	

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Top tips worksheet

Tip 1	Tip 2	Tip 3	Tip 4	Tip 5
 <p>Using game engines</p> 				

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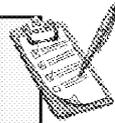
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Skills Workshop 9 – Adding interactivity in game interactive media products

Workshop outcomes:

Learners should understand:

- ✓ different examples of interactivity in games



Keywords:

interactivity
scripts
buttons
colliders

1 STARTER

Test learners' understanding on all the key concepts of interactivity in games. Prepare three questions for the workshop. Pick a learner at random and ask in the middle of the classroom. Encourage learners to ask their questions for two minutes to take the seat.

If guidance is needed, ask learners to explain the following:

- ➡ character controllers
- ➡ scripts
- ➡ triggers
- ➡ buttons
- ➡ actions
- ➡ colliders
- ➡ pickups
- ➡ game mechanics (scoring systems, inventory, win condition)

2 MAIN

Learners to use the free online software Wix (<https://www.wix.com>) and games. Learners to complete the following activities:

- Look at existing interactive media examples of structure and design of screen backgrounds and scenery, sound and lighting and recommend ways to refine. Demonstrate the changes they would make through creating these changes and demonstrate understanding.

Examples to use:

Pokémon Go game app

Black Negative – <http://blacknegative.com/#!/home/> (a Creative Marketing)

Evo 'Energy Consumption' Guide – <https://www.evoenergy.co.uk/uk-energy>

- Revisit previous workshops on sound and lighting to support learners' understanding.
- Learners to discuss playability and usability of interactive media products.

3 EXPOSITION

Go over the key elements covered in the workshop, reminding learners of the importance of interactivity for active users as opposed to passive observers.

4 PLenary

Using the **tweet it worksheet** (page 80), learners should sum up what they have learned within 280 characters.

5 EXTENSION OR HOMEWORK

Learners to continue working on task 2 (page 8) of the practice assignment.

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Part 6: B4 Review of Progress and D

The templates below will help your learners to evidence their own progress and d practices throughout Component 2. They can be used as part of the plenary or for Included templates:

- ❖ Skills audit – ongoing review
- ❖ Content review
- ❖ Test log
- ❖ Learner target sheet
- ❖ Skills workshop / practical workshop record sheet
- ❖ Terminology tracker sheet
- ❖ Skills workshop / practical workshop checklist sheet
- ❖ Assignment planning sheet
- ❖ Evidence checklist
- ❖ Teacher observation sheet
- ❖ Evidence review sheet



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Skills audit – ongoing review

Name of learner:



Class:

Date:

Ongoing review related to:

- A1 Media pre-production processes and practices
- A2 Media pre-production skills and techniques
- B1 Media production and post-production processes and practices
- B2 Media production skills and techniques
- B3 Media post-production skills and techniques

Feedback/Notes:

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KEY	I – Improvement I really need to work on this	N – Neutral Not entirely sure – I could improve	5 – Strength I'm really confident at this
Area	RATING	EVIDENCE	REFINEMENT TO WORK NEEDED

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Test log

Name of learner:

Class:

Date:

Test and review relating to:

- Audio / moving images
- Print
- Interactive media

Area related to:

- Functionality
- Consistency
- Continuity
- Communication
- Accessibility
- Usability

Testing carried out:

Actions / next steps:

Task completed

YES – I am happy with my work

NO – needs improvement

Date completed:

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Learner target sheet

Name of learner:

Class:

Date:

Target relating to:

Audio / moving image

Print

Interactive

Other

Specify: _____

Target:

Learner response: Actions: How will I get there? Know I've got to my target?
that I achieved my target?

Target achieved date:

Evidence:

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Skills workshop / practical workshop r

Name of learner:

Class:

Date:

Target relating to:

Audio / moving image

Print

Interactive media

Other Specify: _____

Skill focus:

Aim of the lesson:

What I learnt:

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Skills workshop / practical workshop ch

Name of learner:

Class:

Date:

Workshop relating to:

Audio / moving image

Print

Interactiv



A1 Media pre-production processes and practices

A2 Media pre-production skills and techniques

B1 Media production and post-production processes and practices

B2 Media production skills and techniques

B3 Media post-production skills and techniques

I have learnt how to:

ITEM	TICK BOX	
	<input type="checkbox"/>	

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Assignment planning sheet

Name of learner:

Class:

Date:

Evidence related to:

- A1 Media pre-production processes and practices
- A2 Media pre-production skills and techniques
- B1 Media production and post-production processes and practices
- B2 Media production skills and techniques
- B3 Media post-production skills and techniques

Assignment task related to:

- Audio / moving image
- Print
- Interactive media

Assignment task outline:

ITEM	ASSIGNMENT ACTIONS	
	Start date	Completion date

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Evidence checklist

Name of learner:

Class:

Date:

Evidence related to:

Audio / moving image

Print

Interactive

Other

Specify: _____

Evidence I have:

Evidence I need to get:

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Teacher observation sheet

Name of learner:

Name of teacher:

Class:

Date:

Observation date:

Audio / multimedia image

Print

Interactive media

Teacher observation:

Learner response:

Learner action / sign steps:

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Evidence overview

Audio / moving image

- Storyboards
- Shot lists
- Lighting test shots
- Prop/costume/make-up list
- Location scout information, e.g. recce photographs
- Shooting schedules
- Script drafting
- Permissions for filming
- Personnel required
- Equipment booking
- Dialogue / sound script
- Equipment list
- Sound logs
- Timing
- Recording schedule
- Sound checks, e.g. interior/exterior
- Setting of recording levels
- Copyright clearances
- Health and safety (risk assessment)

Print

- Screenshots
- Asset sources, e.g. images, videos
- Test shots
- Prop/costume list
- Shot list
- Styles
- Templates and formats, e.g. colours, font size, font types, hierarchy of type, text wrap, page layouts, compositional grids
- Page mock-ups, e.g. thumbnail sketches, annotated sketches, digital drafts
- Health and safety (risk assessment)

Interactive media

- Screenshots
- Templates and formats
- Colours
- Font size tests
- Font types tests
- Text and image alignment
- Mock-ups of page layouts, e.g. annotated sketches, digital drafts, navigation
- Site map
- Sourced assets, e.g. videos, images
- Health and safety (risk assessment)
- Game outline
- Character data outline
- Plans, e.g. online multiplayer features
- Sketches, annotated drawings, e.g. characters, environments
- Written or visual storylines
- Assets
- Scripts
- Storyboards (illustrating game progression or specific animation sequences)

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Glossary of Keywords

Aberrant reading (<i>also referred to as oppositional reading</i>)	In reference to Stuart Hall's reception theory – interprets meaning that is different from the intended producer
Access	Refers to a means of approach, e.g. making media now than ever before
Active media	Media that requires audience interaction and encourages to acquire the full meaning of a message embedded in interactive videos such as <i>The Treasure Hunt: An Interactive Adventure!</i> (2011) (available on YouTube)
Active viewer	Audience/consumer/viewer that fully interacts with a product, contributes and becomes part of the product, element of control over how they interact with the product
Analogue	A type of broadcast transmitting sound and image using radio frequencies. This was the original technology but is an older and now outdated system of broadcast compared to digital broadcasting
Anchorage	Where the meaning of a media text is established
Audience profiling	A detailed breakdown (profile) defining the type of audience interested in a particular media text. Producers use this when creating a new media text, such as a television programme, who the primary audience would be. Audience profiling secures advertising sponsorship and deals with similar audience profile. An audience profile usually includes: <ul style="list-style-type: none"> • Age • Buying habits • Interests • Loyalty to brands • NRS social grade • Aspirations • Gender • Lifestyle • Media consumption • Occupation
Audience research methods	Finding out information about the audience through methods such as questionnaires, surveys, focus groups (primary research) and archive research (secondary research)
Audience statistics	The collection of numerical data in terms of circulation figures, ratings and sales that can be used to analyse audience behaviour
Audio beds	Describes sound running underneath a track of music or background noise
Audio effects	Refers to sound that is artificially created or enhanced
Balance	Making adjustments to colour to make the image appear more natural
Blocking	The process of a director mapping out the characters' movements before filming begins
Campaign	A series of intended promotions to promote a product, such as a video game reaching out to a large audience in a short period of time
Characterisation	Characters within a narrative, i.e. depictions of people and their personalities

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Closed narrative	A narrative with a clear sense of an ending and
Codes and conventions	Elements such as visuals and sound, that create are typical of a particular genre or type of med
Community Media Organisation	Run by a community and provides an alternative broadcasting
Connotation	What a phrase or word suggests or implies, e.g. and destruction
Convenience	Being able to do something with little difficulty
Convergence	Where two or more media sectors are merged An example is the convergence of print media and online news paper content, e.g. <i>The Guardian</i> news www.guardian.co.uk
Creative sector	Refers to all areas of media production, ranging from interactive
Cross-media	Where a media product can be distributed across platforms, e.g. the Angry Birds franchise is an example of cross-media (game for different media platforms, me
Demographics	Used to describe the audience of a media product, age, gender and NRS social grade, e.g. the audience of a magazine can be described as predominately female, middle class and between the ages of 20 and 40
Denotation	The literal meaning of a word or phrase, e.g. the word school would be an institution that educates children
Devices	The collective term to describe technological objects, e.g. MP3/MP4 players, laptops, PCs, games console
Digital	A type of broadcast that works by translating signals into digital data rather than transmitting through analogue signals, e.g. satellite television
Distribution	Making a media product available to the audience through promotion
Encoding	Refers to how media messages are produced /
Exhibition/consumption	The showing of a media product
Flow	Helps keep the audience orientated and the action moving forward
Genre	A type that has a set of typical conventions
Group consumption	Media platforms and devices that can be enjoyed by multiple people at the same time, e.g. MMORPGs (massively multiplayer online role playing games)
Iconography	Images or symbols that are associated with a particular
Ideology	A system of beliefs, ideas and values that are shared by a group of people
Immediacy	Refers to an immediate involvement with some

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Independent media producer	Describes a media producer who uses private m
Individual consumption	Media platforms and devices that can be enjoy reading an e-magazine
Interactivity	Digital media that encourages audience particip
Juxtaposition	The placing of two opposing elements next to o their differences
Mainstream audience	Describes a large target audience that consume popular culture (mainstream media texts
Media conglomerate	A media company that owns multiple mass me
Mise en scène	The arrangement of objects in the frame, e.g. costumes, lighting, props and sets
Mode of address	How a media text speaks to an audience
Motion graphics	Describes animation that creates the illusion of combined with audio for multimedia products
Multistrand narrative	A number of different storylines within a single mass audience
Narrative	Describes an account of connected events
Narrative devices	Techniques that move the narrative forward, e
Negotiated reading	In reference to Stuart Hall's reception theory – depending on what the audience brings to a m beliefs, values and personal experiences
Niche audience	Describes a small target audience that share u
NRS social grade	A system of audience demographic classificat occupation of the audience. This system is used
Omniscient narrator	A narrative mode in which the narrator knows truth and believability to the plot
Open narrative	A narrative with no clear ending
Oppositional reading	In reference to Stuart Hall's reception theory – meaning of a media text, i.e. the audience disa meaning created by the media producer
Passive media	Media that requires observation rather than an participating of media texts, e.g. television can b to some extent
Passive viewing	An audience/consumer/viewer that does not fo the product or its associated content, nor do th influence production in any way
Personalisation	Adjusting content for a particular individual. Ca user's experience and add value, e.g. being abl
Platforms	Describes how media products are distributed, view, cinema release, digital download, DVD, ra pages), streaming

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Plot	Defines the events that make up a story
Polysemic reading	A media text that has multiple meanings
Polysemy	Refers to a word or phrase that may have many
Portability	Refers to an object able to be moved with ease
Post-production	Tasks that are done after filming begins. These <ul style="list-style-type: none"> • editing video footage • adding SFX • adding titles, graphics, colour/exposure control • reshoots • creating trailers
Preferred reading	In reference to Stuart Hall's reception theory – media text created by a media producer
Pre-production	Tasks that are done before production begins. <ul style="list-style-type: none"> • building sets • costume design and preparation • prop design and preparation • recce (a visit to locations to check their suitability) • securing financial backing and budgeting • casting • production design • scriptwriting
Primary audience	Also known as the target audience; who the media text is intended for
Primary research	Information obtained first-hand from the audience
Primary source	First-hand or contemporary account of an event or events, observations, focus groups, BARB figures, interviews, artefacts
Product	Term used to describe the type of media that has been created, e.g. magazine, educational game, film
Production	The shooting of footage
Production design	Creation of the physical world of a TV programme
Public service broadcaster	Broadcasting intended for public benefit rather than profit
Qualitative research	Collecting and analysing <i>non-numerical data</i> to describe correlations, or test hypotheses
Quantitative research	Collecting and analysing <i>numerical data</i> to describe correlations, or test hypotheses
Representation	How people, places, events and ideas are portrayed in the media so that the audience can easily understand the world
Secondary audience	Describes viewers who are considered to be outside the primary audience and who can affect consumption statistics
Secondary research	Research that has already been conducted by someone else, found in books and journals and on the Internet
Secondary source	Information created later by someone who did not create the topic first hand, e.g. journals, newspaper articles

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Sectors	Different parts of the creative industry. These include: <ul style="list-style-type: none"> • audio • websites • moving image (film/video and TV) • publishing • games
Sets	Artificially constructed scenery used in moving image
Silence	Describes the complete absence of sound
Stereotype	Typical traits associated with a particular social group. Stereotypes are conventional and are continuously repeated and reinforced
Story	Recounting the sequence of events
Structure	Framework that presents the narrative in a particular way. Narratives typically start at the beginning and end at the end, with a beginning, middle and end
Stylistic choices	What are used in media products, e.g. colour, font, layout, composition or navigation, mise en scène, lighting
Synchronising	Matching sound to the visuals on the screen
Synergy	Describes two or more media sectors working together. The effect is considered to be greater than the lone individual media sectors.
Target audience	Refers to a group of people who the media product is intended for
Technological convergence	Describes the coming together of more than one technology. Content that can be distributed across a range of media
Themes	Topics of discussion in a narrative, e.g. coming of age
Tone	Refers to the level of brightness
User-generated content	Content that can be created by the media user. Examples include social media, podcasts, mobile phone photography
Visual effects	Refers to realistic imagery created by CGI
WeMedia	An industry term to describe media created by users without the need for media professionals

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