Z ig Z ag Education

2022 specification

# Starters and Plenaries for BTEC Tech Awards in Creative Media Production

## Component 2: Developing Digital Media Production Skills

Second Edition, May 2023

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# Contents

# Teacher's Introduction

This resource contains 39 starter and plenary exercises which concisely cover the specification for **BTEC Level 1 / Level 2 Tech Award in Creative Media Production – Component 2: Developing Digital Media Production Skills (teaching from September 2022)**. As with the equivalent resource for Component 1, the starters in this resource offer activities which will switch pupils into a learning mood at the beginning of a lesson. They may also provide an opportunity for learners to recap any knowledge on topics from previous lessons in an engaging, often interactive, way. The plenaries can be used to either wind down **or** consolidate knowledge on a topic, ensuring that learning occurs right up until the end of the lesson.

A range of activities have been created in this resource which incorporate independent, paired and grouped work while being engaging for learners of all levels. The varied nature of the activities provides an opportunity for a range of learning styles and levels – mainly reading and writing, but also visual, auditory and kinaesthetic.

A cross-reference table has been provided which offers a useful tool for linking each activity to the point of the specification it covers. The table also identifies which activities would work best as starters and which would work best as plenaries. However, the labelling of each activity as a starter or as a plenary is only a suggestion, so teachers might find that certain activities are interchangeable. Furthermore, the order in which the exercises have been presented is not prescriptive. While the order has been established to give the resource a clear structure, you may find it more practical to deliver the exercises in an order of your choosing.

Each and every exercise in this resource features an activity sheet which can be photocopied and distributed among learners, occasionally with the added aid of electronic resources, e.g. websites, video clips. Each activity is preceded by a teacher's notes page which details the intended use of the activity (starter, plenary, both), the aim of the activity, instructions for the teacher (with details of any online resources if applicable) and a brief description of the task set for the student. This page also includes answers for the activity.

**Note:** This resource works effectively alongside the ZigZag Teaching Pack for this specification, and expands on several of the pack's starters/plenaries by supplying engaging worksheets. This resource also offers an abundance of extra, original starter and plenary activities.
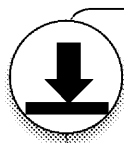
Pages from this resource which are relevant to final assessment in **2023** are available on the ZigZag Education Support Files system, which can be accessed via **zzed.uk/productsupport**

*May 2023*

**Second Edition, May 2023**
Changes have been made to the resource to account for the changes made to the specification, for first teaching from September 2022.

# Specification Cross Referen[ce]

This table will enable you to pick and choose starters or plenaries relevant to the[ ]
teaching. While each activity has been selected as either a starter or a plenary, y[ou]
starter and plenary tasks may be interchangeable dependent on how you teach t[he]
is at the teacher's discretion when to use each task.

| Specification Reference | Activity | Activity Type | Starter/ Plenary | |
|---|---|---|---|---|
| **Learning Outcome A: Deve[lop] [and Appl]y Media Pre-production Processes, Skills and T[echniques]** | | | | |
| **A1 Media Pre-production Processes and Practices** | | | | |
| Media Pre-production Processes and Practices | Activity 1 – Research, Discover and Evaluate | Plenary | Individual | |
| | Activity 2 – Generating Ideas | Pairs | Plenary | K |
| | Activity 3 – Practical Experimentation | Pairs | Plenary | |
| | Activity 4 – Reviewing Ideas | Individual | Plenary | |
| **A2 Media Pre-production Skills and Techniques** | | | | |
| Audio / Moving Image | Activity 5 – Shot Lists and Storyboards | Individual | Starter | K |
| | Activity 6 – Screenplays | Individual | Plenary | |
| | Activity 7 – Audio scripts | Class | Starter | |
| Prin[t] | Activity 8 – Identifying Planning Skills | [Gro]up | Starter | |
| | Activity 9 – Comb[ining,] Shaping a[nd r]efin[in]g Content | Individual | Plenary | |
| | [Activity 1]0 – Sketches, Flat [Pl]ans, Design Comps and Page Mock-ups | Pairs | Starter | |
| | Activity 11 – Recapping Pre-production Tools | Pairs | Starter | K |
| | Activity 12 – Summarising Pre-production Tools | Groups | Plenary | K |
| Interactive | Activity 13 – Design a Wireframe | Individual | Plenary | K |
| | Activity 14 – Sketches, Wireframes and Storyboards | Class | Starter | K |
| | Activity 15 – Listing Skills and Techniques | Group | Plenary | K |
| **Learning Outcome B: Develop and Apply Media Production an[d Po]st-production Proce[sses to] Create a Media Product** | | | | |
| **B1 Media Prod[uction a]n[d Po]st-production processes and P[ractices]** | | | | |
| Media Production and P[ost-]product[ion] Processes and Practices | Activity 16 – [Prod]u[ction] W[orkflo]ws | Groups | Plenary | K |
| | [Activ]ity 17 – Preparing and Managing Assets | Individual | Plenary | |
| | Activity 18 – Experimenting with Different Techniques | Pairs | Starter | K |
| | Activity 19 – Digital Distribution | Group | Starter | |

| Specification Reference | Activity | Activity Type | Starter/ Plenary | |
|---|---|---|---|---|
| **B2 Media Production Skills and Techniques** | | | | |
| **Audio / Moving Image** | Activity 20 – Recording Audio | Group | Starter | |
| | Activity 21 – Setting up Microphones | Pairs | Plenary | |
| | Activity 22 – Bring Scenes to Life | Pairs | Plenary | |
| | Activity 23 – Analysing Skills and Techniques | Individual | Starter | |
| | Activity 24 – Production Processes and Practices | Pairs | Plenary | |
| **Print** | Activity 25 – Content Skills and Techniques | Class | Plenary | K |
| | Activity 26 – Identifying Production Processes and Practices | Individual | Starter | |
| **Interactive** | Activity 27 – Assessing Production Skills and Techniques | Group | Plenary | K |
| | Activity 28 – Listing Skills and Techniques | Group | Plenary | K |
| **B3 Media Post-production Skills and Techniques** | | | | |
| **Audio/ Moving Image** | Activity 29 – Assessing Skills and Techniques | Individual | Starter | |
| **Print** | Activity 30 – Assessing Post-production Processes and Practices | Individual | Plenary | |
| **Interactive** | Activity 31 – HMTL and Coding | Individual | Plenary | |
| | Activity 32 – Adding Interactive Features | Individual | Starter | |
| | Activity 33 – Interactivity and Gameplay | Pairs | Starter | |
| **B4 Review of Progress and Development** | | | | |
| **Progress and Development** | Activity 34 – Reviewing Content | Individual | Starter | |
| | Activity 35 – Testing and Reviewing Practical Outcomes | Individual | Starter | |
| | Activity 36 – Where I'll be in a Week... | Individual | Starter | |
| | Activity 37 – Appropriate Terminology | Pairs | Plenary | |
| | Activity 38 – Identifying Strengths and Areas for Improvement | Pairs | Starter | |
| | Activity 39 – Reviewing Progress and Development | Individual | Plenary | |

## Teacher's Notes

### Plenary Activity

| Aim of the activity | • To assess learners' understanding of research skills |
|---|---|
| Teacher instructions | • Photocopy the activity sheet on the next page before the...<br>• Take two minutes to introduce the activity<br>• Distribute the activity sheets so there is one sheet per pe...<br>• Give the learners five minutes to complete the activity |
| Learners' task | • Using the activity sheet, rate your understanding of the r...<br>**Red** – I need more help<br>**Amber** – I am nearly there<br>**Green** – I can do it |

## Answers

No answers required for this activity

# Research, Discover and Evaluate

Rate your understanding of the research skills listed below using
the following:

- **Red** – I need more help
- **Amber** – I am nearly there
- **Green** – I can do it

| Research Skill | Rating |
|---|---|
| Re... | |
| Data collection | |
| Analysis of information from different sources | |
| Finding information off the Internet | |
| Critical thinking | |
| Planning and scheduling | |
| Interviewing | |
| Criti... ...lysis | |

## Teacher's Notes

| | ***Plenary Activity*** | | |
|---|---|---|---|
| **Aim of the activity** | • To help le____ ____ ____op their understanding of idea-ger | | |
| **Teacher instructions** | • ___ __ocopy the activity sheet on the next page before the<br>• Take two minutes to introduce the activity and ensure th___<br>  required<br>• Distribute the activity sheets so there is one sheet per pe___<br>• Give the learners five minutes to complete the activity | | |
| **Learners' task** | Working in pairs, match the idea-generating exercise to the c___ | | |

## Answers

### In Other Words
This exercise can support writers to convey their ideas with action instead of put___
mouth. It involves creating dialogue and/or short action scenes for a character w___
feeling without actually saying the emotion or feeling out loud. The writer will ne___
a character feels a particular way without directly saying this.

### An Ordinary Thing
This exercise helps writers to think outsid__ ___ __e ___. It involves taking the mos___
most obvious thing about it, ther ___ __. ___wn specific details about the object, ___
unusual details about the ___ __ ___ers are not likely to notice. Using these diffe___
writers can ___ ___ c ___ ___nce story about the object which is imaginative and ___
complete d___ ___ __ ___ors and characteristics.

### A Slight Change
This exercise helps to teach you how a story can write itself, and how your chara___
writing. Take a piece of your work, such as a piece of unfinished writing. Take the___
place the characters in an unusual or dangerous situation and then rewrite some___
to the way a character changes under the pressure of a difficult situation. A sligh___
plot twist!

### Everything is Upside Down
This exercise involves selecting a scene from your favourite film or TV programm___
script. Typically, a script is written first and then filmed afterwards but watching___
how it looked on the paper second can be an interesting exer___ise.

### Almost Innocent Theft
This exercise involves taking an e___ ___ ___r ___ ___of a film or TV programme of your___
scenes and trying to rewrit___ ___ ___ __f it – the aim is to create a different versi___
drawing your ___ rr ___ ___ ___ ___ario to the same end as the original screenplay, yo___
creative id___

# Generating Ideas

Match the idea-generating exercise to the correct description.

**In Other Words**

This exercise involves selecting a scene from your work and turning it into a script. Typically, a script is written first and then thinking of how it looked on the [...]

**An Ordinary Thing**

This exercise helps to teach you how a story can [...] your writing. Take a piece of your work, such as [...] dialogue and place the characters in an unusual [...] dialogue, paying attention to the way a character [...] slight change can lead to a whole new plot tw[...]

**A Slight Change**

[...]s exercise can support writers to convey the [...] character's mouth. It involves creating dialogue [...] particular emotion or feeling without actually [...] need to convince the audience that a character [...]

**Everything Is Upside Down**

This exercise involves taking an existing script [...] scene or scenes and trying to rewrite any part [...] development. By even drawing your alternative [...] can generate new and creative ideas.

**Almost Innocent Theft**

This exercise helps writers to think outside of [...] writing the most obvious thing about it, then [...] after [...]ting down unusual details about [...] [...]fe [...] descriptions of an object, writers can [...] imaginative and compelling and contains com[...]

## Teacher's Notes

| *Plenary Activity* | |
|---|---|
| **Aim of the activity** | • To help learn / consolidate understanding specific tools |
| **Teacher instructions** | • Photocopy the activity sheet on the next page before the<br>• Take two minutes to introduce the activity and ensure th<br>  required<br>• Distribute the activity sheets so there is one sheet per pe<br>• Give the learners five minutes to complete the activity |
| **Learners' task** | • Working in pairs, provide reasons why experimentation i<br>  fact file on A/B testing. |

## Answers

Reasons why experiementation is important to media producers:
- Prove the effectiveness of media product
- Stop wasting money on ineffective media products
- Test new design ideas
- Optimise media products to maximise performan
- Try out new approaches, etc.
- Learn from previous experimen*
- Make smarter producti
- Identify p nt sive mistakes and prevent them
- Innov io s

### A/B testing
**Definition:** Also known as split testing, refers to a randomised experimentation p
versions of a variable, such as a web page or a web page element (e.g. the place
colours used), are shown to different segments of website visitors at the same ti
achieves maximum impact.

### Advantages:
- get clear evidence – it's easy to see how many users complete a transaction
- test new ideas
- optimise one step at a time
- answer specific design questions

# Practical Experimentation

Working in pairs, provide reasons why experimentation is important. Then comp
on A/B testing.

**List the reasons why experimentation is important to media producers:**

1. ................................................................................................
   ................................................................................................

2. ................................................................................................
   ................................................................................................

3. ................................................................................................
   ................................................................................................

4. ................................................................................................
   ................................................................................................

5. ................................................................................................
   ................................................................................................

## A/B Testing

**Definition:**

................................................................................................
................................................................................................
................................................................................................
................................................................................................

**Advantages:**

| ➕ | ➕ | ➕ |
|---|---|---|
|   |   |   |

## Teacher's Notes

| | *Plenary Activity* |
|---|---|
| **Aim of the activity** | • To help learners ～～～ d～～ ～he tools and techniques re～ |
| **Teache～ instructi～** | • P～～～ ～ ～e activity sheet on the next page before the<br>• ～～～ two minutes to introduce the activity and ensure th～ stages of reviewing ideas<br>• Distribute the activity sheets so there is one sheet per p～<br>• Give the learners 10 minutes to complete the activity |
| **Learners' task** | • Working individually, select two ideas. Review each idea～ rejecting, refining and expanding. |

## Answers

No indicative answers provided

# Reviewing Ideas

Working individually, select two ideas. Review each idea and provide your reason[s] rejecting, refining and expanding.

## Idea #1

Review

.................................................................................................................

.................................................................................................................

.................................................................................................................

.................................................................................................................

.................................................................................................................

.................................................................................................................

| ✗ REJECT | ⚙ REFINE | |
|----------|----------|---|
|          |          |   |

# Reviewing Ideas

**Idea #2**

*Review*

........................................................................................................

........................................................................................................

........................................................................................................

........................................................................................................

........................................................................................................

........................................................................................................

| ✗ REJECT | REFINE | |
|----------|--------|---|
| | | |

# Activity 5 — Shot Lists and Story

## Teacher's Notes

| | | Starter Activity |
|---|---|---|
| **Aim of the activity** | • | To help learn develop their understanding of how nar for most audio / moving image media produ |
| | • | test learners' ability to identify a traditional narrative their choice |
| **Teacher's instructions** | • | Photocopy the bingo activity sheet before the lesson |
| | • | Distribute the activity sheets so there is one per person |
| | • | Cut out the cards on the next page and input the number as **zzed.uk/12121-names** |
| | • | Ask learners to populate their bingo grid with nine keywor list provided) |
| | • | Use the randomiser to select numbers, reading the defin numbered card |
| | • | Keep going until a student has a line of three or a full hou |
| | • | Give the learners 5 minutes to complete the activity |
| **Learners' task** | • | Working individually, learners are to select nine different and storyboards and add them to the bingo grid. Every relates to a keyword the stud n lected, the student w get a line of three or ul use, the student should sho |
| | • | *Note: An ... has been provided at the top of the ac ir ers.* |
| | • | sion: Learners who complete the exercise in good t create a storyboard for a media product, e.g. a television |

*Answers provided overleaf*

# Answers

*Note:* To help learners with completing their bingo grids, provide the list shown belo[w]

**Keywords**

| | | |
|---|---|---|
| Aural Motif | Low Angle | Sc |
| Close-up (CU) | Medium Close-up (MCU) | Sh |
| Continuity | Medium Long Shot (MLS) | Sh |
| Dialogue | Medium Shot | Sc |
| Diegetic Sound | Non-diegetic Sound | St |
| Establishing Shot (ES) | Opening Credits | Tr |
| Extreme Close-up (ECU) | Over the Shoulder Shot (OSS) | Tr |
| Framing | Overhead Shot | Zo |
| High Angle | Panning | Zo |
| Long Shot (LS) | Point of View (POV) | |

| | |
|---|---|
| **Aural Motif** | A key idea that is emphasised in a creative piece th[...] of a sound |
| **Close-up (CU)** | Where part of the subject takes up most of the fra[me...] background. A shot useful for showing detail. |
| **Continuity** | Ensuring that details in a shot are consistent from [...] |
| **Dialogue** | A spoken or written exchange of conversation in a [...] |
| **Diegetic Sound** | Describes actual sound in the scene whose source [...] |
| **Establishing Shot (ES)** | A shot that establishes the context of a scene |
| **Extreme Close-up (ECU)** | A shot used to show extreme detail of the subject [...] |
| **Framing** | The presentation of visual elements in an image [...] |
| **High Angle** | A shot used to look down on the subject |
| **Long Shot (LS)** | A shot that shows a full bod[y] s[ho]t of the subject in[...] |
| **Low Angle** | A shot used to look up at the subject |
| **Medium Close-up (MCU)** | A shot half[way be]tw[ee]n a close-up and medium sh[...] cle[arly w]ith[out] getting too close |
| **Medium Long Shot (MLS)** | [A shot] where the subject fills up most of the screen |
| **Medium Shot** | A shot from a medium distance |
| **Non-diegetic [sou]nd** | Sound that is added in the post-production stage |
| **Opening Cr[edit]s** | Shown at the very beginning and list the most impo[...] |
| **Over the Shoulder Shot (OSS)** | A shot that is framed from behind a person, lookin[g...] shot used during a conversation between two char[...] |
| **Overhead Shot** | A shot from above |
| **Panning** | A camera movement that goes from left to right |
| **Point of View (POV)** | A shot used to show what the character is looking a[t] |
| **Screenplay** | The script of an audio / moving image production, [...] instructions and scene directions |
| **Shot List** | Used in film-making, this details all the camera sho[...] production (in chronological order) |
| **Shooting Script** | The version of a screenplay used during the produc[...] television show |
| **Sound Script** | The script of an audio / [movin]g image production, [...] audio elements [s]uc[h as] s[ou]nd effects, music, voice[...] |
| **Storyboard** | A sequen[ce o]f [pan]els that includes drawings/ dire[...] [co]nne[ct]e[d t]o[ the] production |
| **Tracking** | [Wh]en a camera is mounted on a cart which travels[...] smooth movement |
| **Transition** | A gradual fade from one shot to the next, e.g. wipe[...] |
| **Zoom In** | A change in the camera lens's focal length will give[...] moving closer towards the subject |
| **Zoom Out** | A change in the camera lens's focal length will give[...] moving away from the subject |

# Shot lists and storyboards cards

| | |
|---|---|
| **1** A key idea that is emphasised in a creative piece through consistent repetition of a sound | **2** Shown at the very beginning and important members of the produ |
| **3** Where part of the subject takes up most of the frame, showing very little background. A shot useful for showing detail. | **4** A shot that is framed from behind looking at the subject. This is a ty during a conversation between tv |
| **5** Ensuring that details in a shot are consistent from shot to shot within a scene | **6** A shot from above |
| **7** A spoken or written exchange of conversation in a group, or between two persons | **8** A camera movement that goes fr |
| **9** Describes actu... d i... the scene whose source is visible | **10** A shot used to show what the cha at or how they see the world |
| **11** A shot that establishes the context of a scene | **12** The script of an audio / moving im such as a film, including acting ins scene directions |
| **13** A shot used to show extreme detail of the subject in the frame | **14** Used in film-making, this details a shots that will be taken during pro (in chronological order) |
| **15** The presentation of visual elements in an image | **16** The version of a screenplay used d production of a motion picture or |
| **17** A shot used to look down on the subject | **18** The script of a audio / moving im such a ... n, that includes audio as ou ... effects, music, voice-ove |
| **19** A shot that shows a full body sh... the subject in the back...rou... | **20** A sequence of panels that include directions and notes to reflect sh for production |
| **21** A shot used to look up at the subject | **22** When a camera is mounted on a travels along tracks, creating a ve smooth movement |
| **23** A shot halfway between a close-up and medium shot that shows the subject clearly, without getting too close | **24** A gradual fade from one shot to t wipe, dissolve, cross-fade |
| **25** A shot where the subject fills up most of the screen vertically | **26** A change in the camera lens's foc give the illusion that the camera i towards the subject |
| **27** A shot from a medium distance | **28** A change in the camera lens's foc give the illu... that the camera i fro... ... bject |
| **29** Sound that is added in the post-prod... stage | |

Zig Zag Education

# Shot lists and storyboards

Working individually, select nine different keywords related to shot lists and storyboards and add them to your bingo grid. Your teacher will call out definition one at a time. Every time a definition relates to the keyword you have selected, cross off the keyword. If you get a line of three or a full house shout out BINGO! Choose keywords from the list below.

**Keywords**

| | | |
|---|---|---|
| Aural Motif | Long Shot (LS) | Point of View (PO) |
| Close-up (CU) | Low Angle | Screenplay |
| Continuity | Medium Close-up (MCU) | Shot List |
| Dialogue | Medium Long Shot (MLS) | Shooting Script |
| Diegetic Sound | Medium Shot | Sound Script |
| Establishing Shot (ES) | Non-diegetic Sound | Storyboard |
| Extreme Close-up (ECU) | Opening Credits | Tracking |
| Framing | Over the Shoulder Shot (OSS) | Transition |
| High Angle | Overhead Shot | Zoom In |
| | Panning | Zoom Out |

*Example:* *Used in film-making, this details all the camera shots that will be taken during production (in chronological order)*

~~Shot List~~

**Top Tip**

Remember that the storyboard presents events of the story in chronological order. You will need to include a sequence of sketches, and directions, e.g. lighting, shot, length (in order) that show the production process of a project.

# Activity 6 – Screenplays

## Teacher's Notes

| | *Plenary Activity* |
|---|---|
| **Aim of the activity** | • To help le~~~~ ~~ ~~olidate their understanding of scree t~~~ |
| **Teacher instructions** | • Photocopy the activity sheet on the next page before the • Take two minutes to introduce the activity and ensure th activity • Distribute the activity sheets so there is one sheet per pe • Give the learners 10 minutes to complete the activity |
| **Learners' task** | • For each screenwriting keyword, write a definition |

## Answers

- **Action** – refers to any time something happens outside of dialogue
- **Beat** – structural element of a narrative that's meant to mark a story pause
- **Character** – a subject within a story
- **Cut to** – used when a director wants to cut from one shot to another
- **Cont'd** – abbreviation of 'continued'; used to suggest that a character is still going on around them
- **Continuous** – used when action moves from one location to another; for ex without any gap in time
- **Dash** – used in and out ~~~~ lo~ue to suggest that someone or something is finished
- **Dialog** ~~~~nv~sation between two or more characters
- **Ellipsis** ~~~~d to communicate a trailing thought in dialogue
- **Ext** – stands for exterior; or when any shot takes place outside
- **Fade in / Fade out** – almost exclusively used to mark the beginning and end
- **Flashback** – when a story goes back in time to reveal a key moment that's n
- **INT** – stands for interior; or when any shot takes place inside
- **Monologue** – long speech made by one character, usually in front of an aud
- **(More)** – used when a character is speaking but you run out of room before
- **Parenthetical** – a character direction that is interwoven into dialogue, often emotion
- **Slugline** – used on a shot-by-shot basis to communicate location and time o
- **(O.S.)** – stands for off-screen voice; when the character goes off-screen, the this abbreviation
- **Script doctor** – somebody who specialises in ~~~ ni ~ up scripts

# Screenplays

Below is a list of screenwriting key terms. Write a definition for each one.

**Action**

**Beat**

**Character**

**Cut to**

**Cont'd**

**Continuous**

**Dash**

# Screenplays

Below is a list of screenwriting key terms. Write a definition for each one.

**Dialogue**

**Ellipsis**

**Ext**

**Fade in /
Fade out**

**Flashback**

**Int**

**Monologue**

# Screenplays

Below is a list of screenwriting key terms. Write a definition for each one.

**(More)**

**Parenthetical**

**Slugline**

**(O.S.)**

**Script Doctor**

# Activity 7 – Audio Script

## Teacher's Notes

**Starter Activity**

| Aim of the activity | • To help learn consolidate their understanding of diffe |
|---|---|
| Teacher's instructions | • Photocopy the activity sheet on the next page before the<br>• Take two minutes to introduce the activity and ensure th activity; learners are to complete their Bingo card with fo they know<br>• Distribute the activity sheets so there is one sheet per pe<br>• Give the learners 10 minutes to complete the activity<br>• You will need to go to to the website **zzed.uk/12121-list** random and keep playing the clips until one learner com |
| Learners' task | • Listen to the clips and cross off each type of audio you he types on their sheet is the winner |

## Answers

- Different types of audio and their definitions are provided for learners who
- **Ambient** – background sound within the world of the film
- **Diegetic** – sound set within the world of the film, which characters within th
- **Non-diegetic** – sound external to the film world, which characters within th
- **Sound FX** – sound other than speech or music made artificially for use in a f
- **Foley** – everyday sounds recorded for use in post-production to enhance au
- **Parallel** sound that matches the mood or tone of the sequence
- **Contrapuntal** – sound that strongly contrasts with the mood or tone of the
- **Voice-over** – where voice from outside the film world gives the audience in
- **Dialogue** – speech made by characters when talking
- **Musical score / soundtrack** – music composed, arranged and played specifi
- **Sound effects** – sounds added during post-production
- **Incidental music** – non-diegetic music that accompanies events
- **Sound motif** – sound associated with a character or place
- **Synchronous** – sound is synchronised with the object giving off the sound
- **Asynchronous** – sound is deliberately out of sync
- **Crescendo** – build-up of sound or music to imply something is about to hap
- **Diminuendo** – where the music or sound dies down
- **Sforzando** – a short, sharp, loud noise often used to emphasise shock or fea

**Equipment/Resources Requir**
A timer (for each description)

# Audio Scripts

Fill out your Bingo card with sound key terms. You will listen to several clips; cross the key terms when you hear them. The first learner to cross off all four key terms wins!

((▶ Audio Bingo

## Teacher's Notes

| Aim of the activity | • To im⟨...⟩e ⟨...⟩ners' planning skills in relation to mood b⟨...⟩<br>⟨...⟩ b⟨...⟩ils<br>• To help learners consolidate their knowledge of print me⟨...⟩ |
|---|---|
| Teacher's instructions | • Photocopy the activity sheet on the next page so there is⟨...⟩<br>four learners<br>• Split the learners into groups and distribute the sheets b⟨...⟩<br>• Give learners 3 minutes to complete each part of the act⟨...⟩ |
| Learners' task | • Working in groups, learners use the activity sheet to writ⟨...⟩<br>possible that they know about the following: Mood Boar⟨...⟩ |

## Example Answers

*Note: The answers in this section are indicative and by no means exhaustive*

- **Mood boards –** Mood boards can come in digital format or physical format;⟨...⟩
  up of images and materials from existing media products; Mood boards are⟨...⟩
  style or colour scheme of something you are creatin⟨...⟩od boards are des⟨...⟩
  'feel' of a product; Mood boards can include ⟨...⟩o⟨...⟩phs and stills from fil⟨...⟩
  Mood boards often take the form o⟨...⟩g⟨...⟩

- **House styles –** Might refer t⟨...⟩ and standard of written text publishe⟨...⟩
  The choices of font⟨...⟩ ⟨...⟩d text dimensions all contribute to an organ⟨...⟩
  helps t⟨...⟩bl⟨...⟩ganisation's identity; Tone of voice also falls under t⟨...⟩
  maint⟨...⟩consistent house style, you can consistently target your core ⟨...⟩
  over tim⟨...⟩

- **Thumbnails –** Thumbnails are small images that are compressed versions o⟨...⟩
  Thumbnails can be inserted into Microsoft Publisher so you can see a small⟨...⟩
  various images; Thumbnails can be hyperlinked to lead you to the larger ver⟨...⟩
  are quicker to load than full-scale images

- **Sketch –** A rough drawing, often made to assist in creating a visual for what⟨...⟩
  before making a more finished picture

- **Page mock-up –** a full-size model of something large that has not yet been ⟨...⟩

# Identifying Planning Skills

Working in groups, you have 9 minutes to write down as many things as possible you know about the following:

- Mood boards
- House styles
- Thumbnails
- Sketches
- Page mock-ups

One example has been provided to help get you started!

*Mood boards can come in digital format or physical format*

**Mood boards**

**House st**

**Thumbnails**

**Sketche**

**Page mock-ups**

## Teacher's Notes

| | |
|---|---|
| **Plenary Activity** | |
| **Aim of the activity** | • To help le... ...le...op their understanding of combini for ... ri... media products<br>• ...st learners' knowledge on combining, shaping and r |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page before the for each student<br>• Take 2 minutes to introduce the activity and ensure that le...<br>• Distribute the activity sheets so there is one per person<br>• Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working individually, learners are to write down which s... statements are false<br>• **Extension:** Learners who complete the exercise in good t further TRUE statements to demonstrate their knowledg |

## Answers

### Statement 1 – True

White space is any section of a document that is unus... ...ace around an obje paragraphs of text, graphics, and other portions ...a... ...nent, and help a docu

### Statement 2 – False

The rule of thirds is an ... ...a text wrap.

**Correct ans... ...e** rule of thirds refers to guidelines used in print media and a composing visual images on a page. Examples of text wrap are square, tight, thro in front of.

### Statement 3 – True

Font style and size are necessary for effectively communicating a message.

### Statement 4 – True

House style can be broken down into:
• Colours used
• Typography used
• Image and masthead placement
• Headers and footers
• Layout used

### Statement 5 – False

Columns, colours and ... ...e ...tyles are examples of visual hierarchy

**Correct ans... ...ale**, contrast, direction and position are examples of visual hi

# Combining, shaping and refining content

Working individually, decide which of the statements below are true and which are false. If you decide a statement is false, provide a reason why.

**Statement 1**
White space is the portion of a document that is unused or space around an object. White spaces help separate paragraphs of text, graphics, and other portions of a document, and help a document look less crowded.

**Statement 2**
The rule of thirds of a text

**Statement 3**
Font style and size are necessary for effectively communicating a message.

**Statement 4**
House style can be down into:
- Colours used
- Typography us
- Image and m
  placement
- Headers and f
- Layout used

**Statement 5**
Columns, colours and character styles are examples of visual hierarchy.

## Extension
Can you come up with an additional *five* true statements to test your knowledge?

# Activity 10 – Sketches, Flat Plans, Desi⬚
## Page Mock-Ups

## Teacher's Notes

| | Starter Activity |
|---|---|
| **Aim of the activi⬚** | • T⬚ ⬚ ⬚ ⬚arners develop their understanding of sketche⬚ ⬚ock-ups in print media<br>• To test learners' ability in using planning templates |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page so there i⬚<br>• Split the learners into pairs and distribute the sheets bet⬚<br>• Give the learners 10 minutes to complete the activity |
| **Learners' task** | • Working in pairs, learners to complete the fill-in, match-⬚<br>• **Extension:** Learners to list as many reasons as they can v⬚ sketches, flat plans, design comps and mock-ups are imp⬚ |

## Answers

### Fill in the blanks

Magazines consist of four parts and typically follow a rigid structure and design. Th⬚ front of the book, feature well and back of the book. The m⬚ ⬚ine will have a con⬚ The first cover is called the cover page. The front a⬚ ⬚ ⬚si⬚e covers are usuall⬚ pages are considered to be the most expe⬚ ⬚ ⬚a⬚ ⬚. Advertisers prefer the right because it is more visible than the ⬚ ⬚ ⬚ ⬚ges.

The first pag⬚ ⬚ ⬚he ⬚ ⬚ ⬚e always features a table of contents. It is importan⬚ understan⬚ ⬚ ⬚a⬚ines and page numbers. An **impressum** is also included wit⬚ list of all the⬚ ⬚⬚rial staff, marketing and advertising personnel. An editor's let⬚ page in a magazine. It is written by the editor and explains the content of the iss⬚ will determine the **mode of address**.

The feature well is the largest part of the magazine and contains the main article⬚ longer articles are typically followed by shorter articles. The back of the book typ⬚ news, listings and shorter articles. Depending on the magazine **genre**, the last pa⬚ interview or similar.

**Match-Up**

| Sketch | Flat Plan | Design Comp |

A page ...... of a public...... ...t shows ...... it's laid out

...ough drawing, often made to assist in creating a visual for what producers want in their designs before making a more finished picture

A full-size model of something large tha... has not yet been built, showing how i... will look

**Crossword**



## Extension Answers

- Help to visualise a magazine/newspaper, etc. (useful for showing to stakeho...)
- Explore ideas
- Give an idea of what the final product will look like
- Allow you to lay out your work so you can see what is left to complete
- To make sure you are happy with the layout before moving on to the produ... (this saves time and money)

# Sketches, flat plans, design comps and page mock-ups

Working in pairs, complete the activities below by filling in blanks, matching item completing the crossword.

## *Fill in the blanks*

Magazines consist of components and typically follow a rigid structure and design. 

four parts are cover pages, front of the book, feature well and back of the book. 

magazine will have a consistent _____ for every issue. The first 

The front and back inside covers are usually reserved for _____ 

be the most expensive advertising pages). Advertisers prefer the right-hand side 

more visible than the left-hand pages.

The first page of the magazine always features a table of contents. It is important 

understand the headlines and page numbers. An _____ is also i 

the book. This is a list of all the editorial staff, marketing and advertising 

personnel. An editor's letter is usually the first editorial page in a magazine. It is 

written by the editor and explains the content of the issue. The style of 

the publication will determine the _____.

The feature well is the largest part of the magazine and contains the main article 

ensure the articles flow, longer articles are typically followed by shorter articles. 

of the book typically includes content such as news, listings and shorter articles. 

on the magazine _____, the last page can typically include a sho

## Match-Up

Draw lines to match each keyword to the correct definition.

| Sketch | Flat Plan | Design Comp |

*A page ___ a publication that shows how it's laid out*

*A rough drawing, often made to assist in creating a visual for what producers want in their designs before making a more finished picture*

*A full-size model of something large tha___ has not yet been built, showing how i___ will look*

## Crossword

Can you guess the stylistic code from the definition?
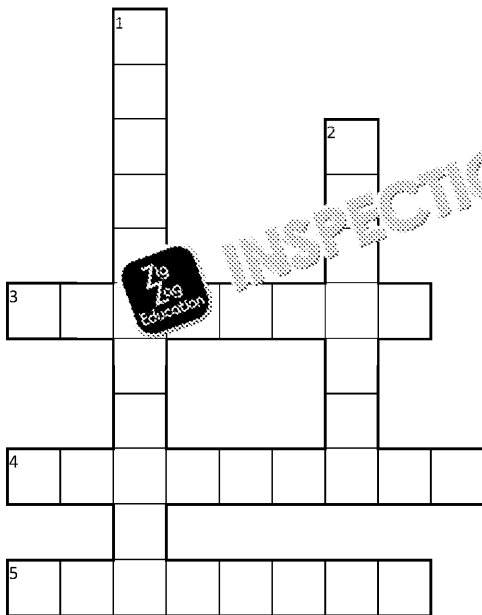


### Across

3. Refers to the title as it appears on the front page or cov___.
4. Text flow or image placement relative to a pa___
5. When two elements on the page are di___ e___ which is likely to catch your e___

### Down

1. The p___ ___g ___ objects within the frame.
2. Arrangi___ ___ page so that that no one area overpowers other areas of the page.

List as m___ planning flat plans, ___ are impor___

# Activity 11 – Recapping Pre-produc
## in Print Media

## Teacher's Notes

| | **Starter Activity** |
|---|---|
| **Aim of the activity** | • To help learners develop their understanding of pre-proc<br>• To test learners' ability to identify a range of pre-product |
| **Teacher's instructions** | • Split the class into pairs<br>• Take 2 minutes to introduce the activity of topic tennis ar learners understand<br>• Assign each pair a topic: thumbnails, sketches of page lay (comprehensive layout), page mock-ups. Give each pair a words to say related to the topic they have.<br>• Give the learners 5 minutes to complete the activity<br>• The activity sheet can be given to learners to note down |
| **Learners' task** | • Working in pairs, learners to play a game of topic tennis. words related to that topic, until one of the learners can' |

## Answers

| Topic 1: Thumbnails | Topic 3: Design comp |
|---|---|
| Reduced size<br>Representation<br>Still image<br>Snapshot<br>Icon<br>First impression | Graphics<br>Page layout<br>Designer<br>Client<br>Positioning<br>Text<br>Illustrations<br>Simulation<br>Prototype<br>Thumbnail<br>Sketches |
| **Topic 2: Sketches of page layouts** | **Topic 4: Page mock-u** |
| Design<br>Evaluate<br>Drawing<br>Convey ideas<br>Demonstrate functionality<br>Visualise flow<br>Illustration<br>Communication<br>Potential<br>Compositi<br>Mode of a<br>Genre | Static<br>Design<br>Demonstration<br>Design evaluation<br>Prototype<br>Planning<br>Rough draft<br>Visual representation<br>Model |

# Recapping pre-production tools

Working in a pair, use the table below to keep a note of your words for the game Topic Tennis. Take it in turns; once a player runs out of words to say, they should move on to the next topic.

| Topic 1: T̶h̶u̶m̶b̶n̶a̶i̶l̶s̶ |
| --- |
|  |

| Topic 2: Sketches of page layouts |
| --- |
|  |

| Topic 3: Design comps (comprehensive layout) |
| --- |
|  |

| Topic 4: Page mock-ups |
| --- |
|  |

# Activity 12 – Summarising Pre-prod॥
## in Print Media

## Teacher's Notes

| | *...enary Activity* |
|---|---|
| **Aim of the activi**॥ | • ... ॥ ...arners develop their understanding of pre-proc॥ <br> • ...o test learners' ability to summarise pre-production skil॥ |
| **Teacher's instructions** | • Split learners into groups and give each group a pack of ॥ keywords (a selection has been included below) <br> • Take 2 minutes to introduce the activity and ensure that॥ <br> • Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working in groups, each group to select a student from t॥ note with a keyword on it and then stick it to their foreh॥ the keyword) <br> • The student has 10 questions they can ask the group to ॥ <br> • The rest of the group can only reply with 'yes' or 'no' |

*Keywords*

Thumbnails

Sketches of page layouts

Design comps (comprehensive layout)

Page mock-ups

Mood boards

House style

Flat plans

Copy (writi॥ ...diting)

Taking photographs

Cropping i॥ ...

Sca॥ng ॥ ...g॥s

...siz॥ng images

Image manipulation techniques

Creating graphics

Typography

Colour

*Since learners are asked to apply their own understanding of the topic, there are* ॥

## Teacher's Notes

**Plan an Activity**

| Aim of the activity | • To help learn r ...velop their understanding of how to c<br>• ...c ...e media products<br>• ...test learners' ability in designing a wireframe |
|---|---|
| Teacher's instructions | • Photocopy the activity sheet on the next page before the<br>• Take 2 minutes to introduce the activity and ensure that stages of the narrative structure template<br>• Distribute the activity sheets so there is one per person<br>• Give the learners 5 minutes to complete the activity |
| Learners' task | • Working individually, learners to complete the self-asses student has previously designed (if the student has not d use the wireframe template included on the next page)<br>• **Extension:** Learners who complete the exercise in good t student's wireframe using the same approach |

*Since learners are asked to apply their own ideas/opinions, there are no indicativ*

# Wireframe Template

| HEADER |
| --- |

| NAVIGATION BAR |
| --- |
| **BODY** |

| FOOTER |
| --- |

# Design a wireframe

Working individually, complete the self-assessment
below on a wireframe you have designed.

Ind

## Two stars and a wish

| ☆ | **Star 1 (Strength)** — What I did well / What I am good at |
|---|---|
| | ................................................................................................................. ................................................................................................................. ................................................................................................................. |

| ☆ | **Star 2 (Strength)** — What I did well / What I am good at |
|---|---|
| | ................................................................................................................. ................................................................................................................. ................................................................................................................. |

| ☁ | **Wish (Area of improvement)** — What I need to impr |
|---|---|
| | ................................................................................................................. ................................................................................................................. ................................................................................................................. |

# Activity 14 – Sketches, Wireframes an

## Teacher's Notes

**Starter Activity**

| | |
|---|---|
| **Aim of the activity** | • To help lea___ __ de___op their understanding of sketches for __ ___ __media products<br>• __ ___st learners' knowledge on the topic |
| **Teacher's instructions** | • Split the class into two different teams (larger classes ca__ place two chairs at the front of the class (the 'hot seats')<br>• Select a student from each team and ask them to take a __<br>• Ask the two learners in the 'hot seats' a question; the firs__ question correctly wins the point<br>• Ask another two learners to take the 'hot seats'<br>• The team that has the most points out of 5 is the winnin__<br>• Photocopy the activity sheet on the next page before the<br>• This activity should take no longer than 5 minutes |
| **Learners' task** | • Learners are split into two different teams<br>• A student is selected from each team and they each take__ 'hot seats'<br>• The learners in the 'hot seats' will be __sked a question; t__ correctly wins the point<br>• Two more learners t__k__ t__e '__ __seats' and another ques__ until all 5 qu___ ns __ __ been asked<br>• **Exte__** __ l__ __ers who complete the exercise in good t__ __ __ __e __eir own 'hot seat' questions |

'Hot seat' q___ons to ask

1. **You are planning a platform game. Name a feature that you will need to c__**
   Any one of the following – wireframe, storyboard, game outline, rules, scor__

2. **What does HTML stand for?** Hypertext Markup Language (**Bonus point – Wh__**
   The standard language used for creating web pages.)

3. **Give an example of a pre-production document you can use to create a we__**
   Wireframe

4. **A sequence of panels that includes drawings/directions and notes to refle__ what am I?**
   Storyboard

5. **Name an interactive feature typically used __ __ a w__ __ite.**
   Any one of the following: image gal__ __ __ __ __tio__menu, navigation screen, na__ button, hyperlinks, thumb__ __ p __ __.

Tiebreaker __ __tk __ __ __ __agram of what pre-production activity? Sketch

# Activity 15 – Interactive Media: Li[s]
# and Techniques

## Teacher's Notes

| | **Plenary Activity** |
|---|---|
| **Aim of the activity** | • To give learners the opportunity to discuss skills and te[c] interactive media <br> • To help learners consolidate their knowledge of interacti[ve] |
| **Teacher's instructions** | • Teacher to assign each student a number, shout out a nu[mber] the student <br> • The student can either choose to answer the question or pa[ss] <br> • When the question is answered correctly, repeat the pre[vious] <br> • Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Learners are selected by the teacher to answer a questio[n] student does not know the answer they can pass to anot[her] answered correctly. <br> • This is continued until the timer indicates time has run o[ut] |

## Answers

*Below are listed 10 questions and answers that c[an] [b]e [us]ed [f]or the activity*

1.  **What is a sprite?** A 2D image or anim[ation] [movi]ng independently of the bac[k] used to represent the charac[ter] [th]a[t] [pl]ayers control in a video game.
2.  **Name an interactive [feature.]** [A]ny one of the following:
    *   Im[age g]all[ery]
    *   O[ptions m]enu
    *   Na[vig]ation screen
    *   Level
3.  **Why are graphics used in interactive media?** Graphics are used to attract a[nd] interactive media in question.
4.  **What can be used to indicate character emotion / create mood / draw att[ention?]**
5.  **What is character modelling?** Character modelling is the process of creatin[g] games. It is essential for first-person and third-person game experiences.
6.  **What does accessibility mean?** How interactive media can be used, read or[n]
7.  **What features will you typically find in a user interface?** Navigation, site m[ap,] hyperlinks, logo, buttons, graphics, rollovers.
8.  **What is a rollover button?** A button that changes its appearance when the us[er]
9.  **Give an example of image manipulation techniques.** [A]n[y] one of the follow[ing:] colour blending, combining multiple images, [ph]o[t]o [r]ou[c]hing, image rende[ring]
10. **Why is lighting important in video g[am]es [?]** Lighting and shadows can[n] video games. They can progr[ess gamepl]ay, add to the immersive game expe[rience,] particularly in open-[world g]a[me]s and first-person shooter games.
11. **What is [a ga]m[e design] document?** A highly descriptive living software desig[n] video [g]
12. **What a[re] [S]tructure Chart**
    Clue 1 – Top down inverted tree representation of a system
    Clue 2 – Sequencing, selection and repetition can all be mapped to a diagra[m]
    Clue 3 – Symbols are used to indicate where data is being passed between [m]

# Interactive Media: Listing skills and techniq

Use the space below to make a note of the correct answer for each question.

1. **What is a sprite?**

   ......................................................................................................................

   ......................................................................................................................

2. **Name an interactive featur**

   ......................................................................................................................

3. **Why a..........hics used in interactive media?**

   ......................................................................................................................

   ......................................................................................................................

4. **What can be used to indicate character emotion / create mood / draw att**

   ......................................................................................................................

   ......................................................................................................................

5. **What is character modelling?**

   ......................................................................................................................

   ......................................................................................................................

6. **What does accessibility mean?**

   ......................................................................................................................

   ......................................................................................................................

7. **What .......s ....d you typically find out a user interface?**

   ......................................................................................................................

   ......................................................................................................................

8. **What is a rollover button?**

   ......................................................................................................................

   ......................................................................................................................

9. **Give an example of image manipulation techniques.**

   ......................................................................................................................

10. **Why is lighting important in video game design?**

    ......................................................................................................................

11. **What is a games design d.......ne. t**

    ......................................................................................................................

12. **What a.......ue 1 – Top down inverted tree representation of a system, Clue** *repetition can all be mapped to a diagram, Clue 3 – Symbols are used to ind between modules*

    ......................................................................................................................

# Activity 16 — Production Work

## Teacher's Notes



| | Pl...Activity |
|---|---|
| **Aim of the activity** | • T~...~ ...ners the opportunity to consolidate underst... |
| **Teache~ ~ instructi~ ~** | • Photocopy the activity sheet on the next page so there is... <br> • Give the learners 10 minutes to complete the activity |
| **Learners' task** | • Learners arrange the tasks under the correct headings |

## Answers

**Pre-production (including planning)**
- Outline goal of the project
- Collaborative review and feedback
- Outline the narrative
- Establish reporting system
- Establish key metrics for measuring success
- Identify stakeholders
- Create and approve a creative brief
- Determine budget and timeline
- Define roles and responsibilities
- Create storyboard
- Create script

**Production**
- Collaborative review and feedback
- Perform lighting checks
- Perform sound checks
- Establish key metrics for measuring success
- Set up cameras
- Build equipment list
  Outline shot list
  Record voice-overs
- Outline production schedule
- Filming
- Collect b-roll

**Post-production**
- Collaborative review and fee~db~...
- Format content
- Establish~ ~ n~ ~ ~...~ measuring success
- Versio~ ~ ~ar~son
- Genera~...~ugh cut
- Final approval

**Distribution**
- Delivery
- Develop a plan
- Establish key n~ ~ success
- Direct selling
- Social sharing
- Platform selec~t~

**Promotion**
- Establish key n~ ~ success
- Create behind~ ~
- Competitions
- Limited-time p~ ~
- Marketing car~ ~



**Equipment/Reso~ ~**

A timer (for eacl~ ~

# Production Workflows

Arrange the tasks under the correct headings.

| Pre-production | Production | Post-production |
|---|---|---|
| | | |

# Production Workflows

| | |
|---|---|
| outline goal of the project | collaborative review and feedback |
| for content | outline the narrative |
| perform sound checks | establish reporting system |
| 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 |
| build equipment list | create storyboard |
| final approval | outline shot list |
| outline production schedule | filming |
| competitions | limited-time price reduction |
| marketing campaign | social sharing |

# Activity 17 – Preparing and Manag

## Teacher's Notes

| | Plenary Activity |
|---|---|
| **Aim of the activity** | • To allow learners the opportunity to consolidate their kn |
| **Teacher instructi** | • ...otocopy the activity sheet on the next page so there is<br>• Give the learners 10 minutes to complete the activity |
| **Learners' task** | • Learners are selected by the teacher to answer a questio<br>student does not know the answer they can pass to anot<br>answered correctly.<br>• Learners to match up the file extension with the correct |

## Answers

**.wav** – Audio

**.mp3** – Audio

**.zip** – Compressed Folder

**.html** – Web

**.eps** – Image

**.exe** – Executable File

**.css** – Web

# Preparing and Managing Assets

Match the file extension to the correct file type.

.wav

.mp3

.zip

.html

.eps

.exe

.css

## Teacher's Notes

| | *Starter Activity* |
|---|---|
| **Aim of the activity** | • To allow learners the opportunity to discuss experimenti relating to media production and post-production proces |
| **Teacher instructio** | • Photocopy the activity sheet on the next page so there is<br>• Split the learners into pairs and distribute the sheets<br>• Give the learners 10 minutes to complete the activity |
| **Learners' task** | • Learners to summarise definitions for the key techniques |

## Answers

- **Design iteration** – repeatable process of improving a product (or part of a p regular bursts
- **Rough edit** – the first edited version of a film, which may include unfinished musical score
- **Page Mock-Up** – static design of a web page or application that features ma but is not functional
- **Prototyping** – draft version of a product that allows you to explore your ide a feature or the overall design concept to users before investing time and m

> **Note:** This activity focuses on the **starter** exercise for **Practica Experimenting with Different Techniques** in the **ZigZag Teaching Pac** zzed.uk/12121-teaching-pack

# Experimenting with Different Techniques

Summarise the definitions for each of the key techniques listed below.

Design iteration

R...
E

Page Mock-up

P

# Activity 19 – Exporting for Digital D

## Teacher's Notes

Ple̶n̶a̶r̶y̶ ̶A̶ctivity

| | |
|---|---|
| **Aim of the activity** | • To allow le̶arner̶s̶ ̶ th̶e opportunity to discuss digital distri<br>• T̶o̶ ̶h̶el̶p̶ learne̶rs consolidate their knowledge of digital d |
| **Teacher instructions** | • ̶ ̶Photocopy the activity sheet on the next page so there is̶<br>four learners<br>• Split the learners into groups and distribute the sheets b<br>• Give the learners 10 minutes to complete the activity |
| **Learners' task** | • Learners to discuss the impact of digital distribution on d̶<br>groups and capture their discussions on the worksheet p |

## Answers

### Music

● Unlicensed downloads of music were very accessible, leading to a change in̶
model to keep up with the rapidly changing technology

● Evolution into the online space has increased sales and profit for some artis̶

● Digital distribution has allowed for potentially lower exp̶enses, e.g. fewer co̶
distribution costs. Lower costs enables new a̶rtis̶ts̶ ̶to ̶brea̶k onto the scene ̶

● The Internet gives artists more contr̶ol̶ ̶over t̶he̶ir̶ music; for example, in ter̶
process, pricing, etc.

● Provides global user̶ ̶wi̶der̶ access

● Online̶ ̶al̶lows̶ ̶us̶er̶s to purchase single songs instead of an entire albu̶
one or ̶m̶o̶re̶ ̶so̶ngs the user enjoys)

### Film / TV programmes

● Now available on online streaming services such as YouTube, Netflix, Hulu, ̶A̶
enables users to access film and TV on computers, smartphones or tablets, ̶
game consoles, set-top boxes or Smart TVs

● Many film distributors also include a Digital Copy, also called Digital HD, wit̶
ray, 3D Blu-ray or a DVD

### Video Games

● Digital distribution services include Amazon Services, Desura, GameStop, G̶
Live, Impulse, Steam, Origin, Battle.net, Direct2Driv̶e̶,̶ ̶G̶O̶G̶.com, Epic Game̶

● Digital distribution is more eco-friendly than ̶sm̶ ̶(̶ic̶)̶ ̶s̶

● Digital distribution enables very s̶m̶ ̶al̶l̶ ̶indi̶e game producers access to the m̶
commercially feasible

### Books / M̶agazi̶ne̶s / ̶Newspapers

● Publish̶i̶ng̶ ̶d̶istribution companies now have access to upgraded equipment̶
to keep up with changes in technology

● Going digital has given users the ability to access a wide range of content at̶
such as phones, tablets, iPADs, etc. and to access additional content via hyp̶

# Digital Distribution

Listed below is a range of media products. Discuss the impact of digital distribution within your groups and capture these below.

**Music**

**Film / TV Programmes**

**Video Games**

**Books / Magazines / Newspapers**

## Teacher's Notes

| | | |
|---|---|---|
| | **Activity** | |
| **Aim of the activi** | • To h... arr...s improve their knowledge of skills and tec... ...o ...i.. recording<br>• To get learners thinking creatively about the scope and c... sound recording | |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page so there is... four learners<br>• Split the learners into groups and distribute the sheets b...<br>• Give the learners 8 minutes to complete the activity | |
| **Learners' task** | • Working in groups, learners should work through the qu...<br>• *Note: Learners should be encouraged to discuss the ques...*<br>• **Extension:** Learners should take it in turns, in their group... image product that they think makes particularly effectiv... | |

## Example Answers

1. Voice; ambient sound (e.g. outdoor sounds); sound ...s; music
2. On a stage **or** anywhere where it would be d... It ... you to be heard with a microphone
3. Phone with recording abil... ma... ...microphone; radio microphone; bou...
4. Any background n... ...at a given location. This can include noises su... babies...
5. As clos... actical to the sound source without getting so close that you i...
6. The way... which the structure of a building or room affects the qualities of...
7. The sound will become muffled or distorted

### Extension
1. The tyrannosaurus rex roar – *Jurassic Park*
2. Motorcycle sound effects – *Make Life a Ride* advert
3. Fighting sound effects – *Bad Blood* Music video

> **Note:** This activity expands on the **starter** exercise for **Creating an... Workshop 4 (Audio / Moving Image)** in the **ZigZag Teaching Pack** ... zzed.uk/12121 ... hing-pack

# Media Audiences

Listed below is a range of questions relating to recording audio, acoustics, microphones, ambient sound, and recording levels. Discuss each of the question within your groups before filling in the answers.

1.  What types of sound can be recorded?

    ......................................................................................................................

    ......................................................................................................................

2.  Descri........ua........in which you would need to use a microphone.

    ......................................................................................................................

    ......................................................................................................................

3.  Name two devices that can be used to record audio.

    ......................................................................................................................

4.  What is ambient sound?

    ......................................................................................................................

    ......................................................................................................................

5.  Where should you traditionally position your microphone when recording?

    ......................................................................................................................

    ......................................................................................................................

6.  What does the phra........ ........ mean?

    ......................................................................................................................

    ......................................................................................................................

7.  What will happen if you don't record vocals at a suitable level?

    ......................................................................................................................

    ......................................................................................................................

---

### *Extension*

Take it in turns, in your groups, to describe an audio / moving that you think makes particularly effectiv........ ........e of sound. ***Note:*** *film, a television show, ar........ ........ a podcast, a music vid........*

## Teacher's Notes

| | |
|---|---|
| **Aim of the activity** | • To help lea... ...n... ...ve their knowledge of skills and tec... to ... ...rding<br>• ...t learners thinking creatively about the scope and o... sound recording |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page so there is... four learners<br>• Split the learners into groups and distribute the sheets b...<br>• Give the learners eight minutes to complete the activity |
| **Learners' task** | • Working in groups, learners should work through the que...<br>• *Note: Learners should be encouraged to discuss the ques...*<br>• **Extension:** Learners should take it in turns, in their group... image product that they think makes particularly effectiv... |

## Answers

### Dynamic Microphones

Durable and versatile. Dynamic microphones are less l... ...c overload/distort w... pressure level (SPL) sources such as drums, guitar am... horns, and vocals. Dyna... be less delicate, making them suitab... ...u... handheld mics for live vocal per...

### Condenser Microph...

A condense... ...su... y requires an external power source to charge it. Conden... large-diaph... ...isually defined as having diaphragms that are 1 inch or larger)... diaphragm condensers have a more well-rounded frequency response and work... diaphragm condensers have the best high-end response (which enables them to... peaks at the beginning of a sound wave)), and are preferred for recording instru... percussion and acoustic guitar.

### Ribbon Microphones

Ribbon microphones are a form of dynamic microphone but work and sound ver... offers the most natural sound reproduction because its frequency range closely... mics tend to be used in recording studios where you can keep them protected, a... than other types of microphone.

# Setting up Microphones

In pairs, complete a fact file on the different types of microphones and when to

**Dynamic Microphones**

Draw Me

**Condenser Microphones**

Draw Me

**Ribbon Microphones**

Draw Me

# Activity 22 – Bringing Scenes t

## Teacher's Notes



*Plenary Activity*

| | |
|---|---|
| **Aim of the activity** | • To get lear~ ~~ ~ir~ ~g~ about the skills and techniques ~~\~~<br>cr~ ~~ ~~~ / moving image products<br>• ~ ~ ~ ~t learners thinking creatively in terms of how they ~~\~~ |
| **Teacher's instructions** | • Photocopy the activity sheet prior to the lesson<br>• Distribute the activity sheets so there is one per pair<br>• Read the questions provided below aloud to the class. Af~~\~~<br>learners 2 minutes to write three skills and techniques th~~\~~<br>description to life.<br>• *Note: It may be necessary to read each description multi~*<br>*answers have been provided as a source of inspiration.* |
| **Learners' task** | • Learners will be read a short series of descriptions for fic~~\~~<br>products. Using the activity sheets provided, learners w~~\~~<br>skills or techniques which they would use if they had to ~~\~~<br>• Learners will have 2 minutes to answer each question |

## Questions

- **Description 1 – A music video for a new ~ rl ~a~ ~ ~ho write their own R &~~\~~ producing a video that will ac~ ~ ~ an ~ ~ir uptempo new single.**
- **Description 2 – A com~ ~ ~ ~ ~ ~ ~uvert for a new app which yells encoura~~\~~ as they e~ ~cis~ ~**
- **Descri~ ~ ~ – ~ true-crime podcast focusing on celebrities who have con~~\~~**

## Example Answers

- **Description 1 –** Use the street where the band members grew up as a shoot~~\~~ authenticity; Frame the women in low-angle shots to make them look stron~~\~~ shots to film choreographed dance sequences in order to create a sense of ~~\~~
- **Description 2 –** Use long shots of people running while using the app to cre~~\~~ Have a studio-recorded narrator who explains the benefits of the app; Incre~~\~~ emphasise how loud it can be
- **Description 3 –** Record the conversation in a studio with wind muffs so ther~~\~~ Provide each presenter with a microphone and ensure that the recording le~~\~~ sinister soundtrack to bridge each section of the podcast

*~ ~ ~ ~ent/Resources Require~*

A timer (for each description)

# Bringing Scenes to Life

You will be read a short series of descriptions for fictional audio / moving image products. Using the activity sheet provided, work in your pair to describe three s[...] techniques which you would use if you were in charge of creating each of the pr[...]

**Note:** You will have 2 minutes to answer each questio[...]

1.  **Music video**

    .................................................................................................

    .................................................................................................

    .................................................................................................

    .................................................................................................

    .................................................................................................

2.  **Video advert**

    .................................................................................................

    .................................................................................................

    .................................................................................................

    .................................................................................................

    .................................................................................................

3.  **Podca[...]**

    .................................................................................................

    .................................................................................................

    .................................................................................................

    .................................................................................................

    .................................................................................................

The skills and techniques yo[...] o[...]uld relate to any of the fol[...] shooting; shot compos[...]ng; angle; camera movement; audio[...] micro[...]ent sound; recording levels; editing audio; [...]

# Activity 23 – Analysing Skills and Techni[...]
## Moving Image Media

## Teacher's Notes

<table>
<tr><td colspan="2" style="text-align:center"><strong>[...]ter Activity</strong></td></tr>
<tr>
<td><strong>Aim of activit[...]</strong></td>
<td>

- T[...] [...] [...]arners develop their understanding of how nar[...] constructed for most audio / moving image media produ[...]
- To test learners' ability to identify a traditional narrative[...] their choice

</td>
</tr>
<tr>
<td><strong>Teacher's instructions</strong></td>
<td>

- Select an audio / moving image media product of your c[...] select. Assign each student with a skill/technique from th[...]
  **Skills and techniques for creating content relevant to th[...]**
  - shooting video in different locations
  - shot composition
  - framing
  - angle
  - camera movement
  - recording audio in a studio and on location
  - acoustics
  - microphones
  - ambient sound
  - recording levels
  - lightin[...]
  - [...] design

  **Skills and techniques for combining, shaping and refinir[...] media sector, such as:**
  - editing audio
  - editing video
  - mixing sound
  - transitions
  - audio effects
  - visual effects
- Learners are to analyse the skill/technique they have bee[...] has also been provided to learners to make notes for the[...]
- Give the learners 5 minutes to complete the activity
- *Note: An example has been provided below*

</td>
</tr>
<tr>
<td><strong>Learners' task</strong></td>
<td>

- Working individually, learners [...] [...]k [...] notes on their ass[...]
- **Extension:** Learners w[...]o [...]or[...] [...]te the exercise in good t[...] with another[...] [...]e [...]learn about another skill/techni[...] mov[...]g [...] [...]

</td>
</tr>
</table>

*Examples [...] [...]ca[...]ve answers provided overleaf*

# Example

*Tom and Jerry* official trailer (2021)
YouTube link: **zzed.uk/12121-trailer**
Indicative answers for the example are provided below.

**Skills and techniques for creating content relevant:**

| shooting video in different locations | Shots shown in different ᵉⁱⁱⁱⁱⁱ, e.g. the road, in the hc narrative along tᵒ⁻ ᵒly Tᵒⁱ and Jerry are going on an 'aᵈ |
|---|---|
| shot composition | The trᵃⁱ ᵃ ⁱⁱmixture of establishing shots, close-ups ᵃ ⁱ ⁱⁱ the narrative along. |
| framing | The use of visual elements such as the dusty road juxtapoˢ City (denoted through the yellow taxis, city skyline, famouˢ Liberty) further helps the narrative structure and provideˢ (Tom and Jerry are going to the big city). This is further reⁱ words such as 'big city'. |
| angle | At 0:29 a low-angle shot is used to emphasise the vastnesˢ |
| camera movement | The use of panning at the start of the trailer emphasises tᵗ in the big wide world and creates a sense of anxiousness; ⁱ provides narrative that eases the anxiety and is disruptedⁱ being hit by the bus (classic slapstick comedy that Tom anⁱ |
| recording audio in a studio and on location | The dialogue is clear and can be heard despite the use of norⁱ that creates an upbeat tempo/rhythm to the narrative of theⁱ |
| lighting | The warm lighting creates visual impact and supports the narⁱ during the wedding entrance scene. |
| production design | A simple colour palette was used to make sure that the animⁱ pantones were not replicated ᵃⁱⁱ ⁱ ⁱ they would be featⁱ to things such as the heiⁱ ⁱt ⁱ ⁱⁱⁱure to ensure perspectivⁱ hotel have barⁱ ⁱⁱ ⁱ as realistic as possible to lend authentⁱ |
| acoustics and microphones | The ⁱ ckⁱ ⁱⁱⁱmusic used is of a high sound quality, sugⁱ ⁱ ⁱⁱ ⁱtrack. As the sound quality is high it suggests that thⁱ professionally created. |
| microphone | It is likely that boom mics have been used on the set to caⁱ characters – the sound quality is excellent – there is no crⁱ |
| ambient sound | The ambient sound used creates a sense of realism, e.g. tⁱ the trailer. |
| recording levels | The audio is clean and crisp throughout the trailer; this is likⁱ mics during production to capture the actors' dialogue. |

**Skills and techniques for combining, shaping and refining content:**

| editing audio | The non-diegetic sound builds up throughout the trailer and helps tᵒ chase narrative that is becoming clear by the end of the trailer. |
|---|---|
| editing video | The trailer has been edited in such a way (use of jump cuts / fades) tⁱ overview of the story without giving too ⁱ ⁱ ⁱⁱ ⁱf the plot away. Theⁱ to restore equilibrium stage of thⁱ ⁱyⁱ ⁱⁱ ⁱrrative structure used iⁱ products. The audience ⁱ ⁱⁱ ⁱⁱ ⁱⁱⁱⁱg to find out more – did Tom caⁱ |
| mixing sound | The use of audⁱⁱ ⁱⁱ ⁱ ⁱⁱⁱⁱⁱures the transitions between non-diegetⁱ throuⁱⁱ ⁱⁱ ⁱⁱⁱⁱer. |
| transitions | Cⁱ ⁱⁱ ⁱⁱⁱⁱⁱⁱⁱitions are used in the chase scenes between Tom and Jerⁱ paⁱⁱⁱ of the visuals and accompanying sound. |
| audio effect | Use of audio effects such as at 1:50 when Tom hits the traffic lights ⁱ to the humour that is stereotypical of the comedy genre. |
| visual effects | Use of both live action and computer animation adds a level of playfⁱ Tom hits his foot with a hammer. It also pays homage to the originaⁱ which the characters were animated. |

# Analysing skills and techniques

Working individually, use the table below to make your notes.

**Your choice of audio / moving image media product**

.......................................................................................................................................

**Your skill/technique to analyse**

.......................................................................................................................................

| What I observed... | Wha|
|---|---|
| | |

## Extension

Swap your screen capture with another student to learn abou
and technique related to audio / moving image.

# Activity 24 – Production Processes and Pr[...]
## Moving Image Media

## Teacher's Notes

| | Plenary Activity |
|---|---|
| **Aim of the activity** | • T[...]st [l]earners' understanding of audio / moving image [...] [pr]actices, such as recording audio and shooting footage |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page before the[...] <br> • Distribute the activity sheets so there is one per person <br> • Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working in pairs, learners are to work through the differ[...] <br> • **Extension:** Learners who complete the exercise in good t[...] production processes and practices related to audio / m[...] |

## Answers

**Note:** *Since learners are asked to apply their own understanding of the topic, the[...]*

# Production processes and practices

... fo... ...everal things on the topic of...
Firstly I found out that...
Furthermore, I found that...

The most impor...
out to...

Today I learnt that...

A keyword from ...

**Talk to your partner, going through each of the sections**

The skills I us... ... ...
I... ... ...re...
I c... ... use these skills in...

I did not kn...
but no...

I still don't understand...

Before th...
alread...

Ma... ...d map of production processe... ...d practices related to audio / moving image media products.

Remember to in...
production proc...
recording aud...

# Activity 25 – Content Skills and Techniqu

## Teacher's Notes

<table>
<tr><td colspan="2" style="background:black;color:white"><em>Plenary Activity</em></td></tr>
<tr>
<td><strong>Aim of the activity</strong></td>
<td>
<ul>
<li>To allow learners the opportunity to discuss skills and tec ... nt media</li>
<li>To help learners consolidate their knowledge of writing a</li>
</ul>
</td>
</tr>
<tr>
<td><strong>Teacher's instructions</strong></td>
<td>
<ul>
<li>Learners should be arranged into two circles – an inner c circle facing in. Each student should have a partner facin</li>
<li>Read the description of the first existing media product a</li>
<li>Give the pairs 1 minute to decide what the three main pu</li>
<li>When the minute is up, everyone should move one place different partners</li>
<li>The same process should be repeated for each of the fol</li>
</ul>
</td>
</tr>
<tr>
<td><strong>Learners' task</strong></td>
<td>
<ul>
<li>After hearing a description of an existing media product, the description and decide what the three main purpose content for that particular product</li>
<li>When the 1 minute is up, learners move one place to the product with a new partner</li>
</ul>
</td>
</tr>
</table>

## Answers

| Media Product | |
|---|---|
| **Magazine** <br> A periodic publication containing articles and illustrations, often on a ...ular subject aimed at a particular readership | 1. <br> 2. <br> 3. |
| **Comic book** <br> A magazine that presents a serialised story in the form of a comic strip, typically featuring the adventures of a superhero | 1. <br> 2. <br> 3. |
| **Newspaper** <br> A publication usually issued daily or weekly consisting of folded unstapled sheets containing news articles, advertisements and correspondence | 1. <br> 2. <br> 3. |
| **Brochure** <br> A small book or magazine containing pictures and information about a product or service | 1. <br> 2. <br> 3. |
| **Print advertisement** <br> Advertisements printed in hard copy in publications (newspapers, magazines, journals) to ... ch target audiences | 1. <br> 2. <br> 3. |

# Content Skills and Techniques in Print Media

This activity will involve deciding on the three main purposes of each product. Your teacher will provide you with further instructions.
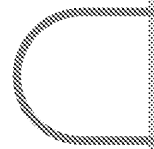
**Magazine**
A periodic publication containing articles and illustrations on a particular subject aimed at a particular readership

➔ 

1 ..........
2 ..........
3 ..........

**Comic Book**
A magazine that presents a serialised story in the form of a comic strip, typically featuring the adventures of a superhero

➔

1 ..........
2 ..........
3 ..........

**Newspaper**
A publication usually issued daily or weekly consisting of folded unstapled sheets containing news articles, advertisements and correspondence

➔

1 ..........
2 ..........
3 ..........

**Brochure**
A small book or magazine containing pictures and information about a product or service

➔

1 ..........
2 ..........
3 ..........

**Print Advertisement**
Advertisements presented in hard copy in publications (newspapers, magazines, journals) to reach target audiences

➔

1 ..........
2 ..........
3 ..........

# Activity 26 – Identifying Production Proce[s] in Print Media

## Teacher's Notes

| | Starter Activity |
|---|---|
| **Aim of the activi[ty]** | • [To help le]arners develop their understanding of product[ion]<br>• [T]o test learners' ability to identify production processes |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page before the<br>• Take 2 minutes to introduce the activity and ensure that<br>• Distribute the activity sheets so there is one per person<br>• Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working individually, learners have been asked by a prin[t]<br>  following production processes and practices to a group<br>  • Preparing copy<br>  • Taking photographs<br>  • Image manipulation<br>  • Creating graphics<br>  • Saving images in appropriate file formats<br>• Learners may want to consider the steps involved in the<br>  tools are needed to carry out the [ ] e or use an examp[le]<br>  product and explain the p[ro]d[u]ct[io]n processes and practi[ce]<br>  the finished pro[duct]<br>• Learner[s] [to p]r[ep]are [sh]ort presentation that summarises th[e]<br>  [ ] [on] t[he] worksheet provided<br>• [Ext]ension: Learners to create a Kahoot! quiz at **zzed.uk/**[ ] |

## Answers

- Preparing copy
  Focus on a theme > Generate ideas > Create and assemble content > Gathe[r]
- Taking photographs
  Choose your subject > Composition > Lighting > Colour > Background and fo[cus]
- Image manipulation
  Choose your subject > Choose editing tool, e.g. Photoshop > Crop photo > A[djust]
  hue / colour balance > contrast > Add text (if required)
- Creating graphics
  Pick a shape > Pick a tool > Pick an image > Add text, etc. > Save > Compress
- Saving images in appropriate file formats
  Save as JPEG for online use > Save as a PNG f[or online] use when you want t[o]
  Save as a TIFF for commercial pr[int]i[ng]

# Identifying Production Processes and Pract
## in Print Media

Working individually, you have been asked by a print media company to explain
following production processes and practices to a group of new interns:
- Preparing copy
- Taking photographs
- Image manipulation
- Creating graphics
- Saving images in a ~~~ ~~~ formats

You may wa ~~~ ~nsider the steps involved in the process, a checklist of what t
are needed to carry out the above or use an example of an existing print media
product and explain the production processes and practices that have gone into
creating the finished product.

Use the space below to plan out your presentation.

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### Extension
Create a Kahoot! quiz that you can use to test your kno~

## Teacher's Notes

| | **Plenary Activity** |
|---|---|
| **Aim of t activit** | • help learners develop their understanding of interacti and techniques |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page before the<br>• Take 2 minutes to introduce the activity and ensure that<br>• Distribute the activity sheets so there is one per person a (3–4 learners per group)<br>• Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working in groups, learners take it in turns to explain a k using the word itself. The aim is to get through the keyw<br>• **Extension:** Learners who complete the exercise in good t the keywords and definitions. |

*Since learners are asked to apply their own understanding of the topic, there are*

# Assessing Production Skills and Techniques in Interactive Media

Working in groups, take it in turns to explain each of the keywords without using the word itself. How many keywords can your group get through in 5 minutes?

Layers

Filters

Assets

Buttons

Character

Models

Objects

Vector Graphics

Cropping

Audio

Textures

Applying

Icons

Scaling

Images

Optimising

Composition

Angle

Lighting

## Extension
Make a dictionary of the keywords and definition

# Activity 28 – Listing Production Skills an[
## Interactive Media

## Teacher's Notes

| | **Starter Activity** |
|---|---|
| **Aim of the activity** | To help learners develop their understanding of interactive |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page before the<br>• Take 2 minutes to introduce the activity and ensure that<br>• Distribute the activity sheets so there is one per person<br>  (3–4 learners per group)<br>• Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working in groups, learners make as many keywords as<br>  interactive production skills and techniques. Learners ar<br>  word they make. Which group can score the most points<br>  highest-scoring keyword in the quickest time? Which gr<br>  finding the highest-scoring word? |

## Answers

| A 1 | B 3 | C | | E 1 | F 4 | G |
|---|---|---|---|---|---|---|
| T | | K 5 | L 1 | M 3 | N 1 | O |
| 10 | R 1 | S 1 | T 1 | U 1 | V 4 | W |

| Y 4 | Z 10 |
|---|---|

| Keyword | Points |
|---|---|
| Assets | 6 |
| Buttons | 9 |
| Graphics | 16 |
| Icons | 7 |
| Sprites | 9 |
| Character | 16 |
| Models | 9 |
| Objects | 18 |
| Props | 9 |
| Cropping | 15 |
| Images | 9 |
| Resizing | |
| Optimising | 5 |
| Trimming | 13 |
| Audio | 6 |
| Manipulating | 17 |
| Importing | 14 |
| Applying | 16 |
| Textures | 15 |
| Dimensional | 11 |

# Listing Production Skills and Techniques in Interactive Media

Working in groups, make as many keywords as possible related to interactive production skills and techniques.

Add up the points for each word you make. Can your group score the most points? Can your group find the highest scoring keyword in the quickest time?

Can your group beat the target of finding the highest-scoring word?

| A 1 | B 3 | C 3 | D 2 | E 1 | F 4 |
| I 1 | J 8 | K 5 | L 1 | M 3 | N 1 |
| Q 10 | R 1 | S 1 | T 1 | U 1 | V 4 |
| | | Y 4 | Z 10 | | |

| Keyword | |
|---|---|
| | |

**The highest-scoring word is:** .................................................................................

## Teacher's Notes

| | **Starter Activity** |
|---|---|
| **Aim of activity** | • help learners develop their understanding of how nar constructed for most audio / moving image media produ<br>• To test learners' ability to identify a traditional narrative their choice |
| **Teacher's instructions** | • Select an audio / moving image media product of your ch select. Assign each student with a skill/technique from th<br>**Skills and techniques for creating content relevant to th**<br>  • shooting video in different locations<br>  • shot composition<br>  • framing<br>  • angle<br>  • camera movement<br>  • recording audio in a studio and on location<br>  • acoustics<br>  • microphones<br>  • ambient sound<br>  • recording ...el.<br>  • li....g<br>  • ...uction design<br>  • motion graphics<br>**Skills and techniques for combining, shaping and refinin media sector, such as:**<br>  • editing audio<br>  • editing video<br>  • mixing sound<br>  • transitions<br>  • audio effects<br>  • visual effects<br>• Learners are to analyse the skill/technique they have bee has also been provided to learners to make notes for the<br>• Give the learners 5 minutes to complete the activity<br>• *Note: An example has been provid... elow* |
| **Learners' task** | • Working individually, lear ..r... .ake notes on their ass<br>• **Extension:** Le...r... ... complete the exercise in good t with a...er t ...nt to learn about another skill/techni... ...ig...nage |

*Examples a...cative answers provided overleaf*

**Example**: *Tom and Jerry* official trailer (2021), YouTube link: **zzed.uk/12121-**
example are provided below.

**Skills and techniques for creating content relevant:**

| shooting video in different locations | Shots shown in different locations, e.g. the road, in the h narrative along to imply Tom and Jerry are going on an 'a |
|---|---|
| shot composition | The trailer uses a mixture of estab. ng shots, close-ups story and move the narra.. a g. |
| framing | The use of visu.... er. uch as the dusty road juxtap York Ci... .... ..rough the yellow taxis, city skyline, ...... f '.erty) further helps the narrative structure an .. ..oing on (Tom and Jerry are going to the big city). This over using words such as 'big city'. |
| angle | At 0:29 a low-angle shot is used to emphasise the vastne |
| camera movement | The use of panning at the start of the trailer emphasises tha the big wide world and creates a sense of anxiousness; how provides narrative that eases the anxiety and is disrupted w being hit by the bus (classic slapstick comedy that Tom and |
| recording audio in a studio and on location | The dialogue is clear and can be heard despite the use of nc music) that creates an upbeat tempo/rhythm to the narrati |
| lighting | The warm lighting creates visual impact and supports the n. during the wedding entrance scene. |
| production design | A simple colour palette was used to make sure that the anir Jerry's pantones were not replicated anywhere they would been made to things such as the height of furniture to ensu such as the hotel have been made as realistic as possible to |
| motion graphics | At 1:38 'All Friends Fight', 1:43 'Tl ... riends Battle' and 2: been used to further the ... ti. .nd anchor the storyline creates enigma .. al. .udiences to encourage them t |
| acoustics and microphones | The .. .gr. ... .usic used is of a high sound quality, su ... ... ... As the sound quality is high it suggests that t .. .ofessionally created. |
| microphor | It is likely that boom mics have been used on the set to c characters – the sound quality is excellent – there is no c |
| ambient sound | The ambient sound used creates a sense of realism, e.g. of the trailer. |
| recording levels | The audio is clean and crisp throughout the trailer; this is l boom mics during production to capture the actors' dialog |

**Skills and techniques for combining, shaping and refining content:**

| editing audio | The non-diegetic sound builds up throughout the trailer and helps chase narrative that is becoming clear by the end of the trailer. |
|---|---|
| editing video | The trailer has been edited in such a way (use of jump cuts / fades an overview of the story without giving too much of the plot away quest to restore equilibrium stage of the typ... narrative structure media products. The audience is le.. y.. .. g t find out more – di happened? |
| mixing sound | The use of audio mi... n... ..the transitions between non-dieg seamless th.. .. ou. .e trailer. |
| transitions | Qu.... .. .o. are used in the chase scenes between Tom and J. ... ac.. .. ..e visuals and accompanying sound. |
| audio effe. | ..e of audio effects such as at 1:50 when Tom hits the traffic light adds to the humour that is stereotypical of the comedy genre. |
| visual effects | Use of both live action and computer animation adds a level of pla when Tom hits his foot with a hammer. It also pays homage to the show, in which the characters were animated. |

# Analysing Skills and Techniques in Audio / Moving Image Media

Working individually, use the table below to make your notes.

**Your choice of audio / moving image media product**

........................................................................................................

**Your skill/technique to ana'...**

........................................................................................................

| What I observed... | Wh |
| --- | --- |
| | |

# Activity 30 – Assessing Post-production Practices in Print Media

## Teacher's Notes

| | *Plenary Activity* |
|---|---|
| **Aim of the activity** | • To help learners develop their understanding of print media and practices |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page before the<br>• You may want to use examples of print media products that files on, e.g. magazine front cover<br>• Take 2 minutes to introduce the activity and ensure that template<br>• Distribute the activity sheets so there is one per person<br>• Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working individually, learners to create a fact file to illus one of the following topics: Combining assets into a page effective use of colour; Design concepts of balance, prox contrast and space; Exporting files for digital publication |

## Answers

- **Combining assets to create a page layout**
  Refers to arranging visual elements on a page and includes using the princip purpose such as guiding the reader's eye or keeping them interested
- **Design makes effective use of colour to create visual impact**
  Colour is one of the most important design elements. Colour can communica used as a persuasive tool to attract attention and convey meaning.
- **Design concepts of balance, proximity, alignment, repetition, contrast and**
  These are design principles that are key and make visuals aesthetically pleas create visual connections between elements
- **Exporting files for digital publication**
  You must optimise and export final products in the appropriate format (exp a .html, exporting a game as a .exe file) so that they work properly

# Assessing Post-production Processes and P
# in Print Media

Working individually, a publication company has asked you to create a fact file th
be used to **explain one of** the following key post-production processes and pract

- Combining assets to create a page layout
- Design that makes effective use of colour to ~~~ e ~ual impact
- Design concepts of balance, proxim~~~, ~~~nt, repetition, contrast and s
- Exporting files for digital ~~~ca ~~~

### Print media post-production processes and practi

| Post-production process and practice chosen: |
|---|

| Explanation | Inte |
|---|---|
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# Activity 31 – HTML and Cod

## Teacher's Notes

**Please Activity**

| Aim of the activity | • To hel learn develop their understanding of interacti ices |
|---|---|
| Teacher's instructions | • Photocopy the activity sheet on the next page before th<br>• Take two minutes to introduce the activity and ensure th exercise<br>• Distribute the activity sheets so there is one per person<br>• Give the learners 10 minutes to complete the activity |
| Learners' task | • Working individually, learners to match up the keywords |

## Answers

* **HTML elements** – Defined by a start tag, some content, and an end tag
* **Attributes** – Special words used inside the opening tag to control the eleme
* **HTTP Messages** – When a browser requests a service from a web server, an might return an error code such as '404 Not Found'
* **Audio/Video DOM** – canPlayType() checks if the br can play the speci
* **Canvas** – Used to draw graphics, on the fly, v ri g (usually JavaScript)

# HTML and Coding

Match up the keywords to their correct definitions.

**HTML Elements**

**Attributes**

**HTTP Messages**

**Audio/Video DOM**

**Canvas**

canPlayType()
browser can pla
audio/vid

Used to draw gr
fly, via script
JavaS

When a brows
service from a
error might oc
server might re
code such as '4

Special words u
opening tag to
element's b

Defined by a s
content, and

**Exte**

Test your HTML skills

# Activity 32 – Adding Interactive

## Teacher's Notes

| | **Starter Activity** |
|---|---|
| **Aim of the activity** | • To help lea~ ~ ~le ~op their understanding of adding i~<br>• T~ ~ ~~'s ability to identify interactive features and~<br>~ ~active features |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page before the~<br>• Take 2 minutes to introduce the activity and ensure that~<br>• Distribute the activity sheets so there is one per person~<br>• Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working individually, learners should place each feature in th~<br>important feature should be placed at the top of the diamond~<br>should be placed at the bottom of the diamond. Items in ea~<br>• **Extension:** Learners who complete the exercise in good t~<br>diamond grid with the student sitting next to them. |

## Answers

*Note: Indicative answers as there are no right or wrong answers here –* all the fea~
features but have been organised into place of importanc~ ~ ~ regard to feature~

- Easy navigation
- Relevance
- Readability
- Purpose
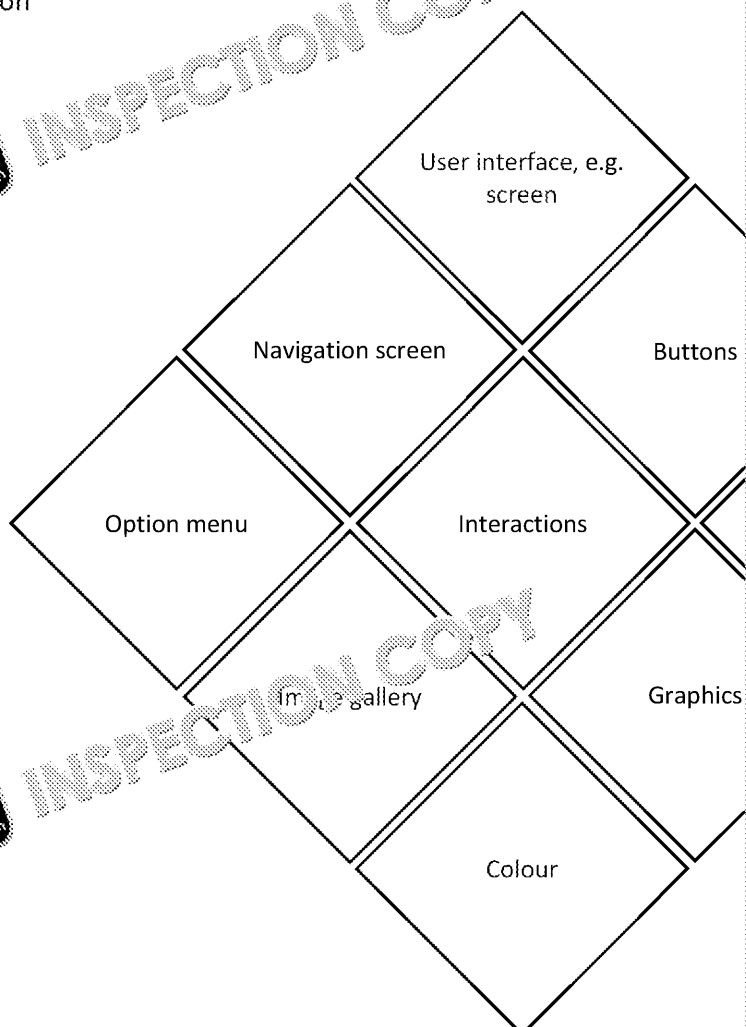
# Adding interactive features

Working individually, complete the diamond grid below by ranking the listed int[e]r[active]
features from most important to least important.

**Explanation**

....................................................................................................................................

....................................................................................................................................

....................................................................................................................................

....................................................................................................................................

....................................................................................................................................

....................................................................................................................................

....................................................................................................................................

**Extension**

Discuss your diamond grid with a partner and agree which are the most important items, providing an explanation for each choice.

**Top** [tip]

The most important feature[s]
top of the diamond and the [least]
bottom of the diamond. Ite[ms]
equal impo[rtance]

## Teacher's Notes

| | |
|---|---|
| **Aim of the activity** | • To help le~~~~ ~~~~ le ~.op their understanding of the topic<br>• T~ '~ ~~~~~s ability to identify keywords associated w<br>~~ ~play |
| **Teacher instructions** | • Photocopy the activity sheet on the next page before the<br>• Distribute the activity sheets so there is one per pair<br>• Give the learners 10 minutes to complete the activity |
| **Learners' task** | • Working in pairs, learners use the consecutive letters of<br>keywords linked to the topic<br>• *Note: An example has been provided at the top of the ac<br>learners*<br>• **Extension:** Learners who complete the exercise in good t<br>definition to the keyword |

## Indicative Answers

- Accessibility
- Buttons
- Character modelling
- Dialogue
- Effects
- Focus gro~~~
- Game
- Genre
- Hyperlinks
- Image
- Juxtaposition
- Key light
- Logo
- Mode of address
- Navigation bar
- Open narrative
- Production
- Qualitative research
- Rollovers
- Sprite
- Texture
- User interface
- Video
- Wireframe
- XML (~~~~~~ble ~~~~kup Language)
- Yield
- Zoom

# Interactivity and Game Play

Working in pairs, use consecutive letters of the alphabet and write down keywor
the topic 'Interactivity and gameplay'. An example has been provided to inspire

**Example:** *A – Accessibility*

| | |
|---|---|
| **A** | |
| **B** | |
| **C** | |
| **D** | |
| **E** | |
| **F** | |
| **G** | |
| **H** | |
| **I** | |
| **J** | |
| **K** | |
| **L** | |
| **M** | |
| **N** | |
| **O** | |
| **P** | |
| **Q** | |
| **R** | |
| **S** | |
| **T** | |
| **U** | |
| **V** | |
| **W** | |
| **X** | |
| **Y** | |
| **Z** | |

## Teacher's Notes

| | |
|---|---|
| **Star Activity** | |
| **Aim of the activity** | • To hel⸱ arn⸱ r ⸱ revisit the techniques to monitor and im⸱ ⸱ ⸱ g ⸱ ut the production process |
| **Teache⸱ instructions** | • Photocopy the activity sheet on the next page before the⸱<br>• Distribute the activity sheets so there is one per learner⸱<br>• Give the learners 10 minutes to complete the activity |
| **Learners' task** | • Working individually, learners to create a checklist for re⸱ |

## Example Answers – *Website Checklist*

**Accessibility**

+website page load time

+text-to-background contrast

+font size

+font spacing

+ALT tags on images

+navigation without a mouse

+home page is user-friendly

+all interactive elements look intera⸱ ⸱

+interactive elements are l⸱ ⸱ ⸱ ⸱

+responsive f⸱ ⸱ no⸱

**Proofreading**

+correct spelling⸱

+correct gramma⸱

+correct punctua⸱

+correct sentenc⸱

+correct capitalis⸱

+length of parag⸱

six sentences

**Content**

+headings are clear, relevant and descriptive

+styles and colours are consistent

+bold/Italics/underline use is limited

+main copy is relevant, explanatory and concise

+URLs are user-friendly

+HTML page titles are explanatory

+sitemap shows all pages of the site

+are images hi-res and clear?

+for images with text overlays − is the text legible?

**Identity and Tone**

+prominent logo

+purpose is clear

+links at either top or bo⸱ ⸱ ⸱ ⸱ web page

**Navigation**

+labels are c⸱ ⸱ nd concise

+number of buttons and links is reasonable

+logo hyperlinked to home page

+links are easily identifiable

+site search is easy to access

**Note:** This activity expand⸱
**Practical Workshop 2 – Pr⸱**
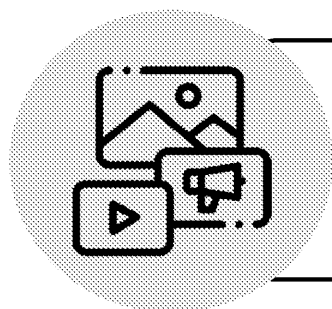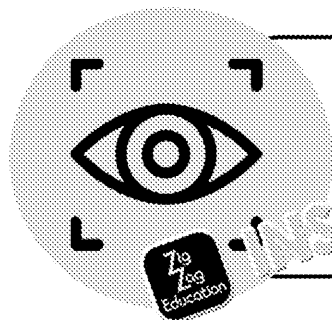**Teaching Pack fc⸱**
**zzed.uk/1212⸱**

# Reviewing Content

There are a few aspects to consider when reviewing content. Create a checklist using the headings below.
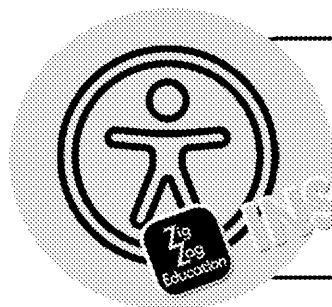
**Accessibility**

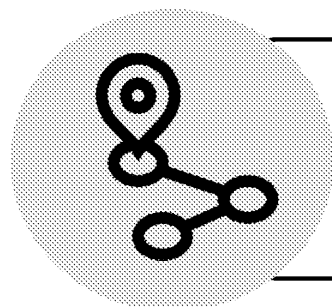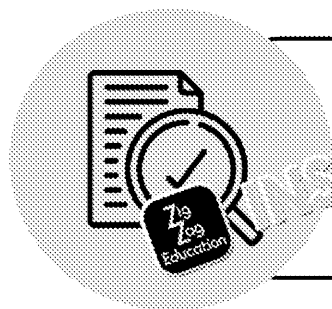**Content**

**Identity and Tone**

**Navigation**

**Proof-reading**

## Teacher's Notes

*Starter Activity*

| Aim of the activity | • To help lear... ... the techniques to monitor and im thr... ... production process |
|---|---|
| Teacher instructic | • ...otocopy the activity sheet on the next page before the<br>• Distribute the activity sheets so there is one per learner<br>• Give the learners 10 minutes to complete the activity |
| Learners' task | • Working individually, learners to create a checklist for re |

## Example Answers – Website Checklist

### Functionality
- the ease with which a user can navigate the website
- users can get the information they are seeking
- users can purchase the product they want
- calls to action are obvious and clear

### Consistency
- colour scheme is consistent
- no distortion on different web brow...
- no distortion on different scr...

### Continuity
- naviga... ... the same place on multiple web pages
- search f...ction available on each web page
- click through continuity

### Communication
- available FAQ / help section
- use of suitable icons
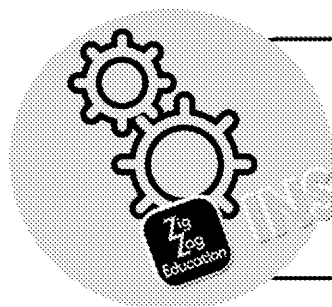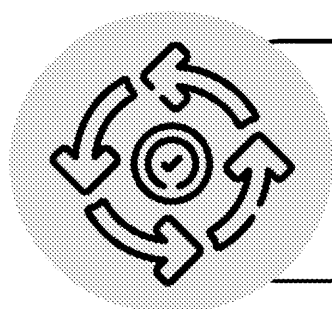- use of pagination
- headings are clear and descriptive

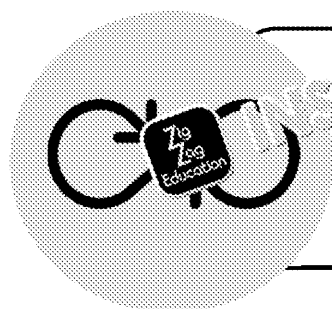# Testing and Reviewing Practical Outcomes

There are a few aspects to consider when testing and reviewing content.  Create
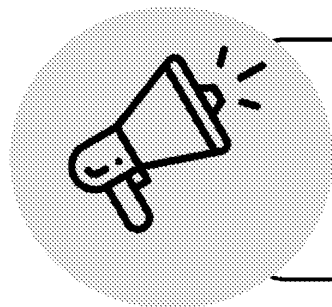using the headings below.

**Functionality**

**Consistency**

**Continuity**

**Communication**

# Activity 36 – Where I'll be in a

## Teacher's Notes

| | *Starter Activity* |
|---|---|
| **Aim of the activity** | • To help learners review their progress and development<br>• To help learners identify areas of development |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page before the<br>• Take 2 minutes to introduce the activity and ensure that l<br>• Distribute the activity sheets so there is one per person<br>• Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working individually, learners should complete the mind |

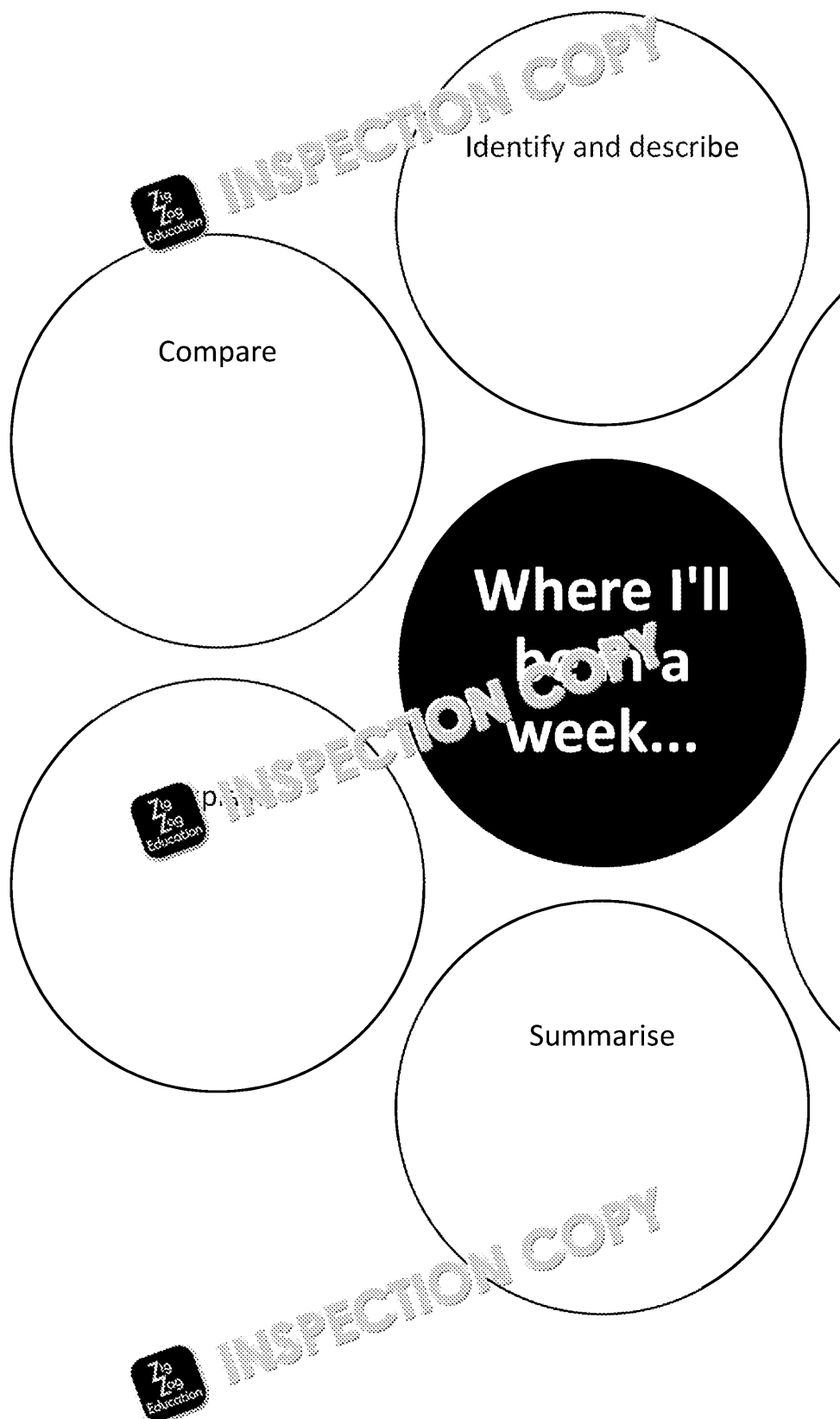*Since learners are asked to apply their own ideas/opinions, there are no indicativ*

# Where I'll be in a week

Working individually, complete the mind map below.

Identify and describe

Compare

Where I'll be in a week...

Summarise

# Activity 37 – Appropriate Termi

## Teacher's Notes

| | **Plenary Activity** |
|---|---|
| **Aim of the activity** | • To help learners ⋯ their progress and development<br>• To help learn ⋯ test their knowledge of terminology |
| **Teacher instructi** | • ⋯ down the three different media sectors on the boar<br>⋯ media sector to write down all the appropriate terminolo<br>relevant media sector. The pair who has the most correct<br>• Give the learners 5 minutes to complete the activity |
| **Learners' task** | • Working in pairs, learners have 60 seconds to write dow<br>they can think of related to the relevant media sector.<br>• The pair who has the most correct words wins. |

## Answers

| Audio / Moving Image | Print | |
|---|---|---|
| Acoustics | Alignment | Accessibility |
| Ambient sound | Character styles | Audio |
| Angle | Colour | Buttons |
| Audio effects | Columns | Graphics |
| Camera movement | Compositional grids | Icons |
| Costume | Contrast | Sprites |
| Make-up | Copy (writing and e iti ⋯) | 3D models |
| Risk assessment | Photo⋯ ⋯ly | Objects |
| Dialogue | C ⋯pp. ⋯ | Photograph |
| Editing audio | ⋯ng | Character m |
| Editing vide⋯ | Resizing | Consistency |
| Formats, e. ⋯ ⋯ .pdf, .swf, .jpg, .gif ⋯ .mov, .mp3, .mp4 | Image manipulation techniques | Controls |
| | Graphics | Cropping |
| | Design | Scaling |
| Framing | Design comps (comprehensive layout) | Resizing |
| Microphones | Mock-ups | Design |
| Mixing sound | Formats, e.g. .html, .pdf, .swf, .jpg, .gif, .doc, .mov, .mp3, .mp4 | Screens/pag |
| Narratives | | Interactive |
| Props | Mood boards | Background |
| Recording audio | House style | Scenery |
| Recording levels | Page layout | Sound |
| Rendering | Paragraph styles | Lighting |
| Screenplays | Photography | Game outlin |
| Shooting footage | Proximity | Image mani |
| Shooting scripts | Repetition | techniques |
| Shot composition | Space | |
| Shot lists | Text wrap | |
| Sound checks | Thumbnails | |
| Sound log | Sketch⋯ | |
| Sound scripts | ⋯pl ⋯ | |
| Storyboards | ⋯graphy | |
| Storylines | Visual hierarchy | |
| Synopsis | Balance | |
| Transitions | White space | |
| Treatment | Copy | |
| Visual effects | Lighting | |
| Lighting | | |

# Appropriate Terminology

Working in pairs, write down all the appropriate terminology you can think of related to the relevant media sector.

| Audio / Moving Image | Print | |
|---|---|---|
| | | |

# Activity 38 – Identifying Strengths for Improvement

## Teacher's Notes

| | Teacher Activity | |
|---|---|---|
| **Aim of the activity** | • To help learners review their progress and development<br>• To help learners identify their strengths and areas for im | |
| **Teacher's instructions** | • Photocopy the activity sheet on the next page before the<br>• Distribute the activity sheets so there is one per person<br>• Give the learners 5 minutes to complete the activity | |
| **Learners' task** | • Working in pairs, learners to work through the skills audi<br>• **Extension:** Learners who complete the exercise in good t<br>on the areas of improvement they have identified | |

*Since learners are asked to apply their own ideas/opinions, there are no indicativ*

# Identifying Strengths and Areas for Improv

Working in pairs, use the skills audit documents below to identify your strengths and areas for improvement related to planning, creating content and combining, shaping and refining content.

## A1 Media pre-production processes and practice-

| Name of learner: |
| --- |

| Class: |
| --- |

| Date: |
| --- |

| Area audit related to:<br>*Techniques for generating and developing ideas* |
| --- |

| KEY | W – Weakness<br>I really need to work on this | N – Neutral<br>Not entirely sure – I could improve |
| --- | --- | --- |

| ITEM | | |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**A2 Media pre-production skills and techniques**

| Name of learner: |
|---|

| Class: |
|---|

| Date: |
|---|

Area audited/date
*Developing and applying media pre-production skills and techniques to ideas into pre-production material relevant to the media sector*

| KEY | W – Weakness<br>I really need to work on this | N – Neutral<br>Not entirely sure – I could improve |
|---|---|---|

| ITEM | RATING | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**B1 Media Production and Post-production Processes and Practices**

| Name of learner: |
| --- |

| Class: |
| --- |

| Date: |
| --- |

Area aud~~ited o:~~
Develop~~ing~~ ~~und~~erstanding of media production and post-production pr~~~~
relevant to the media sector.

| KEY | W – Weakness<br>I really need to work on this | N – Neutral<br>Not entirely sure – I could improve |
| --- | --- | --- |

| ITEM | RATING | |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**B2 Media Production Skills and Techniques**

| Name of learner: |
| --- |

| Class: |
| --- |

| Date: |
| --- |

Area audi.... te..... c.
Developin.....ctical skills and techniques for creating content relevant

| KEY | W – Weakness<br>I really need to work on this | N – Neutral<br>Not entirely sure – I could improve |
| --- | --- | --- |

| ITEM | RATING | |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## B3 Media Post-production Skills and Techniques

| Name of learner: |
| --- |

| Class: |
| --- |

| Date: |
| --- |

Area audited/topic:
Developing practical skills and techniques for editing, combing and refining content relevant to the media sector.

| KEY | W – Weakness<br>I really need to work on this | N – Neutral<br>Not entirely sure – I could improve | |
| --- | --- | --- | --- |

| ITEM | RATING | |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Activity 39 – Reviewing Progress and

## Teacher's Notes

| | *Plenary Activity* | | |
|---|---|---|
| **Aim of the activity** | • To help learners review their progress and development<br>• To help learners recognise their own progress and development | | |
| **Teacher instructions** | • Photocopy the activity sheet on the next page before the<br>• Take 2 minutes to introduce the activity and ensure that check table<br>• Distribute the activity sheets so there is one per person<br>• Give the learners 5 minutes to complete the activity | | |
| **Learners' task** | • Working individually, learners to work through the table the following areas:<br>  • development of skills and techniques<br>  • responding to audience/user feedback<br>  • identifying strengths and areas for development<br>  • actions and targets for future production work<br>  • reference to professional working practices<br>  • use of terminology appropriate to the media field<br>• **Extension**: Learners to reflect on their progress and development areas they are going to focus on improving and how have improved | | |

*Since learners are asked to give their own ideas/opinions, there are no indicative*

# Reviewing Progress and Development

Complete the self-check table below.

| | |
|---|---|
| **Development of skills and technique** | *I can...* |
| **Responding to audience/user feedback** | *I can...* |
| **Identifying strengths and areas for development** | *I can...* |
| **Actions and target for future production work** | *I can...* |
| **Reference to professional working practice** | *I know...* |
| **Use of terminology appropriate to the media field** | *I know...* |

## Extension
What three areas are you going to focus efforts on improving
will you know when you have improved?