

Unit 2: Planning and Pitching a Digital Media Product

*Teaching Pack for BTEC First 2013 in
Creative Digital Media Production*



POD 5795



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Teacher's Introduction

Included in this teaching pack are 17 one-hour lessons with accompanying information sheets that can be given to learners as handouts, and resources that cover all three of the learning aims required for Unit 2: Planning & Pitching a Digital Media Product. For this unit, learners will be required to develop ideas and plan for the production of a digital media product from one sector.

The table below shows how many hours have been allocated to each of the learning aims in the SOW:

Learning Aim A	Understand how to develop ideas for a digital media product	7 hours
Learning Aim B	Pitch ideas for a digital media product	5 hours
Learning Aim C	Produce planning for a digital media product	5 hours
		Total: 17 hours

(13 hours to be used for recap lessons, pitch presentations and for learners to work on their assignment tasks for learning aims A, B and C)

Each lesson is set out in a similar format with a starter, a main lesson activity, a plenary, and also an info sheet that collates all the information learnt in the lesson. For each of the lesson plans I have included learning aims to show what your learners should understand and have learnt during the course of that lesson, and highlighted the relevant keywords. Each lesson is designed to encourage learners' discussion through a variety of tasks. Also included is a glossary of key terms.

Although designed to last one hour, most lessons also offer a homework task and/or exam-style question, so could easily be extended depending on the needs and abilities of your students.

I would recommend that learners purchase a ring binder with subject dividers to keep their work in, as it will come in handy for organising learners' notes.

If using this resource for assessed work, then as with all BTEC assignments they must be **internally verified**. Also you must check suitability with the board and follow the **important disclaimer notice below**.

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Links page

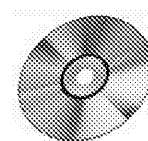
A webpage containing all the links listed in this resource is conveniently provided on ZigZag Education's website at zzed.co.uk/5795

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


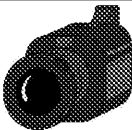



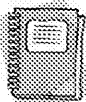


Powerpoints

The CD includes PowerPoint presentations for Lesson 1, 2 and 6 and Resource 6.6: Traffic Lights to be printed in colour.




Lesson Plan Key

	Requires a computer and Internet
	Requires voice recording device
	Opportunity for discussion
	Presentation materials
	Checklist / Information handout
	Extension or homework

Resource Handout Key

Some lessons will have different resources to hand out, depending on what are studying. This happens in lessons 2, 3 and 14–17. In order to avoid confusion, the following key should tell you which aspect of digital media it is for. This symbol is in the hand corner, next to the resource number.













Area of Digital Media	
	Digital Moving Image Production
	Digital Publishing
	Digital Audio Production
	Web Production
	Digital Games Production

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Useful Websites

	https://www.youtube.com/channel/UCkouMd5gXuKS_prNnJ_AQhA		www.jiscdigital-media.org
	www.blogger.com		www.pressacademy.com
	www.wordpress.com		www.filmcommission.co.uk
	www.signals.org.uk/links-and-resources		www.cinema.co.uk
	www.dependentfilms.net/links.html		www.jiscmediahub.org
	www.filmcontracts.net		www.mediaacademy.org
	www.adcracker.com/brief/Creative_Brief.htm		http://www.bbc.co.uk/1/mediacentre/2007/07/070707_guides_for_agreement.shtml



Glossary of Keywords

Aberrant reading	Describes when the audience interprets meaning of the media producer
Access	Refers to a means of approach, i.e. making media ever before
Analogue	An older and now outdated system of broadcast
Active media	Media that requires audience interaction and eng meaning or message embedded within the product <i>The Treasure Hunt: A Chad, Matt & Rob Interactive YouTube)</i>
Active viewing	An audience/consumer/viewer that fully interacts contributes and becomes part of the production v over how they interact with it
ASA (Advertising Standards Authority)	The UK's independent regulator of advertising ac
Audience profiling	A detailed breakdown (profile) defining the type o interested in a particular media text. Producers w creating a new media text, such as a television pro primary audience would be. Audience profiling is s sponsorship and deals with companies that share audience profile usually consists of: <ul style="list-style-type: none"> • Age • Buying habit • Career • Loyalty to brands • NRS social grade • Aspiration • Gender • Life stage • Media consumption • Occupation
Audience research methods	Finding out information about the audience thro questionnaires, surveys, focus groups (primary r archive research (secondary research), for exampl
Audience statistics	The collection of numerical data in terms of circ ratings and sales that can be used to analyse the
BBFC (British Board of Film Classification)	Funded by the film industry, the BBFC is respons classification, e.g. U, PG, 12A, 12, 15, 18, and also specific themes or content, such as the <i>Grand Th</i>
Convenience	Being able to do something with little difficulty o



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Box office	<ol style="list-style-type: none"> 1) A place where tickets are bought and reserved 2) Refers to the commercial success of a film in terms of box office income, as well as the popularity of the actors. Refers to commercial success, e.g. 'box-office draws' currently <i>Skyfall</i> (2012) which made £102,72 million, to make more than £100 million.
Campaign	A series of intended promotions to promote a media product, reaching out to a large audience including the target audience
Characterisation	Characters within a narrative, i.e. depictions of people
Closed narrative	A narrative with a clear sense of an ending and a resolution
Codes and conventions	Elements such as visual language that create meaning within a particular genre or type of media product
Connectivity	Refers to the state of being connected through the Internet. A person could communicate with a person in New York
Connotation	What a phrase or word suggests or implies, e.g. 'box office' suggests success
Convergence	Where two or more media sectors are merged together. An example is the convergence of print media such as newspapers and content, e.g. <i>The Guardian</i> newspaper and www.guardian.co.uk
Creative media sector	Refers to all areas of media production, ranging from film to television
Cross-media	Where a media product can be distributed across multiple media platforms. Angry Birds franchise is an excellent example of cross-media (e.g. media platforms, merchandise, etc.)
Demographics	Used to describe the audience of a media product in terms of gender and NRS social grade, e.g. the audience for a particular product may be described as predominately female, of the A1 social grade, ages of 20 and 40
Denotation	The literal meaning of a word or phrase, e.g. the institution that educates children
Development hell	When a media product remains 'stuck' in the development stage, with no progression towards the production stage
Devices	The collective term to describe technological objects used in media production. MP3/MP4 players, laptops, PCs, games consoles
Digital	The current system of broadcast
Digital media product	A form of media such as moving image, audio, text or games
Distribution	When a media product is available to the audience
Exhibition/consumption	The showing of a media product
Genre	A type of media that has a set of typical conventions
Global village	A term first used by Marshall McLuhan to describe how global communication is far more accessible, enabling us to be more connected with people from various social groups
Group consumption	Media platforms and devices that can be enjoyed by a group of people, e.g. MMORPGs (massively multiplayer online role-playing games)
Iconography	Images or symbols that are associated with a particular media product
Ideology	A system of beliefs, ideas and values that are communicated through media
Immediacy	Refers to an immediate involvement with some media product
Individual consumption	Media platforms and devices that can be enjoyed by an individual, e.g. e-magazine
Interactivity	Digital media that encourages audience participation

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Juxtaposition	The placing of two opposing elements next to one another to highlight differences
Mainstream audience	Describes a large target audience that consumes mainstream culture (mainstream) media texts
Media client briefs	A set of instructions given by a person using the media to create a product
Mise en scène	The arrangement of objects in the frame, e.g. actors, lighting, props and sets
Mode of address	How a media text speaks to an audience
Mood board	A type of collage that contains a mixture of text and images used to develop concepts and ideas and to communicate them
Multi-strand narrative	A number of different storylines within a single media text, each with its own audience
Narrative	Describes an account of connected events
Narrative devices	Techniques that move the narrative forward, e.g. flashbacks
Negotiated reading	Meaning that is generated depending on what the reader brings to the text through attitudes, beliefs, values and personal experience
Niche audience	Describes a small target audience that shares unique characteristics
NRS social grade	A system of audience demographic classification based on income of the audience. This system is used in the UK.
Ofcom (Office of Communications)	Known as the communications regulator, Ofcom regulates the fixed-line telecoms, mobiles, postal services and wireless devices operate, in order to protect the interests of consumers
Omniscient narrator	A narrative mode in which the narrator knows everything about the believability to the plot
Open narrative	A narrative with no clear ending
Oppositional reading	The rejection of the intended meaning of a media text in favour of a meaning with the intended meaning created by the media text
Passive media	Media that requires observation rather than an active engagement with media texts, e.g. television can be described as passive media
Passive viewing	An audience/consumer/viewer that does not fully engage with or its associated content, nor do they generate content in any way
PCC (Press Complaints Commission)	A voluntary regulatory body that administers the rules of conduct of newspapers and magazines, by dealing with complaints from readers of newspapers and magazines (print and online) and enforcing the Code of Practice
Personalisation	Adjusting content for a particular individual. Can be used to add value, e.g. being able to log in to a website and see personalised content
PEGI (Pan European Game Information)	A rating system that rates games based on the age of the player
Pitch	The act of communicating an idea
Planning	The stage in which producers develop ideas ready for production
Platforms	Describes how media products are distributed, e.g. cinema release, digital download, DVD, radio broadcast, streaming
Plot	Defines the events that make up a story
Polysemic reading	A media text that has multiple meanings
Portability	Refers to an object able to be moved with ease

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Post-production	Tasks that are done after filming begins. These include: <ul style="list-style-type: none"> • Editing video footage • Adding SFX • Adding titles, graphics, colour/exposure correction
Preferred reading	The intentional meaning of a media text created by the producer
Pre-production	Tasks that are done before production begins. These include: <ul style="list-style-type: none"> • Building sets • Costume design and preparation • Prop design and preparation • Recce (a visit to locations to check their suitability for filming) • Securing financial backing and budgeting
Primary audience	Also known as the target audience; who the media product is intended for
Primary research	Information obtained first-hand from the audience
Producer	The person responsible for the financial and managerial aspects of a media product, such as a film producer
Product	Term used to describe the type of media that has been created, e.g. educational game, film
Production	The shooting of footage
Qualitative research	Describes research based on attitudes, thoughts and feelings, not figures
Quantitative research	Describes research based on facts and figures that can be measured in statistical data
Recce	Is a film-making term referring to a pre-filming visit to locations to check their suitability for filming
Regulatory body	A public authority or government agency that is responsible for controlling media content
Representation	How people, places, events and ideas are portrayed in a media product so the audience learns to easily understand the world as it is
Secondary audience	Describes viewers who are considered to be outside the primary audience; are viewers that can affect consumption statistics
Secondary research	Research that has already been conducted by someone else, e.g. books, journals and Internet research, for example
Sectors	Different parts of the creative industry. These include: <ul style="list-style-type: none"> • Audio • Websites • Moving image (film/video and TV) • Publishing • Games
Shot list	Used in film-making and details all the camera shots required for a production in chronological order
Stereotype	Typical characteristics associated with a particular social group that are conventional and are continuously repeated and reinforced
Story	Recounting the sequence of events
Storyboard	A sequence of panels that include drawings/directions for each shot planned for production
Structures	Framework that presents the narrative in a particular way, e.g. logically start at the beginning and will be chronological
Stylistic codes	What is used in media products, e.g. colour, framing, camera angles, composition or navigation, mise en scène, lighting
Synergy	Describes two or more media sectors working together to create a product considered to be greater than the lone effect of each sector

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Target audience	Who the media product is aimed at
Technological convergence	Describes the coming together of more than one distributed across a range of media platforms simultaneously
The hypodermic needle model	The theory that proposes that media messages can be spread and can influence people to act a particular way
Themes	Topics of discussion in a narrative, e.g. coming of age
User-generated content	Content that can be created by the media user, such as mobile phone photography
Uses/gratifications model	<p>The theory that audiences use media texts in order to satisfy such as:</p> <ul style="list-style-type: none"> • Education • Escapism • Enhancing relationships • Surveillance • Entertainment • Personalisation • Social interaction
Verbal communication methods	Discussions, meetings, interviews, focus groups, presentations, podcasts, narrated slideshows
Visual communication methods	Mood boards, mind maps, presentations, sketches, photographs, presentations, annotations, graphs
WeMedia	An industry term to describe user/audience (the 'we' need for media professionals)
Written communication methods	Forms, formal/informal proposals, reports, written persuasive language, formal/informal modes of address, 'bank of ideas', SWOT analysis, annotations

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Suggested Scheme of Work (GLH): 30

Lesson	Topic Covering	Learning Aim	Module	
1	A.1 Digital Media Products	Understand how to develop ideas for a digital media product	Introduction to Unit 2: Planning & Pitching a Digital Media Product	Learners will be introduced to the topics in Unit 2. They will be given a 'planning' task.
2	A.1 Digital Media Products	A Understand how to develop ideas for a digital media product	Digital Media Products	Learners will be given a task to develop a digital media product with ideas for a digital media product set up to be used in a business.
3	A.2 Understanding the Requirements of the Brief	A Understand how to develop ideas for a digital media product	The Brief – What is Required?	Learners will be given a task to develop a digital media product with ideas for a digital media product set up to be used in a business.
4	A.3 Generating Ideas	A Understand how to develop ideas for a digital media product	Generating Ideas: Communication Methods	Learners will be given a task to develop a digital media product with ideas for a digital media product set up to be used in a business.
5	A.3 Generating Ideas	A Understand how to develop ideas for a digital media product	Generating Ideas: Selecting Ideas	Learners will be given a task to develop a digital media product with ideas for a digital media product set up to be used in a business.
6	A.4 Planning Issues	A Understand how to develop ideas for a digital media product	Planning Issues: A Focus on Logistics and Resources	Learners will be given a task to develop a digital media product with ideas for a digital media product set up to be used in a business.
7	A.4 Planning Issues	A Understand how to develop ideas for a digital media product	Planning Issues: A Focus on Legal, Moral and Ethical Issues and Costs	Learners will be given a task to develop a digital media product with ideas for a digital media product set up to be used in a business.

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Lesson	Topic Covering	Learning Aim	Title	
8	B.1 The Purpose of the Pitch	B Pitch ideas for a digital media product	What is a Pitch? Part 1	Learners will understand what a pitch is and what it is the difference between a pitch and a presentation.
9	B.2 Formats for Pitching B.3 Communication Techniques when Pitching	B Pitch ideas for a digital media product	Formats for Pitching: Verbal	Learners will understand the verbal format for pitching a product and the importance of the verbal format.
10	B.2 Formats for Pitching B.3 Communication Techniques when Pitching	B Pitch ideas for a digital media product	Formats for Pitching: Written	Learners will understand the written format for pitching a product and the importance of the written format.
11	B.3 Communication Techniques when Pitching	B Pitch ideas for a digital media product	Pitching: Communication Techniques	Learners will understand the importance of communication techniques when pitching a product.
12	B.3 Communication Techniques when Pitching	B Pitch ideas for a digital media product	Pitches	Dedicated lesson for pitching a product.
13	C.1 Digital Media Sectors C.2 Planning for a digital media product	C Planning for a digital media product	Digital Media Sectors: Planning an Idea	Learners will understand the importance of digital media products and the importance of planning for a digital media product. Learners will understand the importance of the digital media product and the importance of the digital media product.

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Lesson	Topic Covering	Learning Aim	Title	Learning
14–17*	 C.1 Digital Media Sectors C.2 Planning Portfolio C.3 Planning Portfolios by Sector	C Produce planning for a digital media product	Planning Portfolio by Sector: Digital Moving Image Production / Digital Audio / Digital Publishing / Web Production / Digital Games	Learners will... on their ideas to... product. Learners identify and use... required in a... image product... / digital production...
18–30		Opportunity to revisit any topics for recap lessons/ learners		

*** For Lessons 14–17, please choose the lesson for the digital media sector you have chosen. The lessons to cover over the 4 lessons in any order you choose. At the end of lesson 17, everything in C.3 Planning**

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Suggested Assignment Outlines

This guidance can be adapted to suit your needs and resources available to you. You may also choose to follow this programme of suggested assignment outlines. The assignment outlines cover the assignment briefs.

Learning Aim A – Understand how to develop ideas for a digital media product

Criteria covered	Assignment	Scenario
 1A.1, 2A.P1, 2A.M1, 2A.D1, 1A.2, 2A.P2, 2A.M2, 2A.D2	Develop ideas for a digital media product	You work for a digital media production company that produces the following digital media products: moving image, audio, web production and digital games. A client has approached you from Digi-Media who has invited you to develop an idea from one of the digital media products mentioned. The client is looking to produce a range of new products to add to their portfolio and they would be very keen to work with your company. Using the brief the client has sent you, you need to formulate ideas using verbal, written and visual communication techniques.

Learning Aim B – Pitch ideas for a digital media product

Criteria covered	Assignment	Scenario
 1B.1, 2B.P3, 2B.M3, 2B.D3	Pitch ideas for a digital media product	You work for a digital media production company that produces the following digital media products: moving image, audio, web production and digital games. A client has approached you from Digi-Media who has invited you to develop an idea from one of the digital media products mentioned. The client is looking to produce a range of new products to add to their portfolio and they would be very keen to work with your company. Digi-Media have requested that you pitch your ideas to them based on the requirements of the brief and they will need to 'sell' your ideas to them to enable them to commission you for the work.

Learning Aim C – Produce planning for a digital media product

Criteria Covered	Assignment	Scenario
1C.4, 2C.P4, 2C.M4, 2C.D4	Produce planning for a digital media product	<p>Congratulations! DigiZag have approached your production company and invited you to pitch an idea for the following digital media products: moving image, audio, website or digital game. They have been impressed by your pitch to take your idea into production.</p> <p>You must prepare for its production by producing a portfolio to record and organise all the necessary requirements for production.</p>



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Unit/Assignment:..... Name:

Assignment Feedback Form

Understand how to develop ideas for a digital media product

Date (set):

Date (due):

Criteria & Evidence Required	
2A.P1	Develop ideas for a digital media product using appropriate verbal and written communication methods
2A.M1	Develop ideas for a digital media product using clear and effective written communication methods
2A.D1	Develop creative ideas for a digital media product, using confident and accurate verbal, written and visual communication methods
2A.P2	Summarise a selected idea for a digital media product which covers the requirements of the brief and relevant planning issues
2A.M2	Explain a selected idea for a digital media product, effectively covering the requirements of the brief and relevant planning issues
2A.D2	Justify the selected idea for a digital media product, comprehensively demonstrating the requirements of the brief and relevant planning issues

Assessor's Comments:

What you have achieved:

What you need to improve:

Learner Comments:

Date:

Signed (on Completion)

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Unit/Assignment:..... Name:

Assignment Feedback Form

Pitch ideas for a digital media product

Date (set):

Date (due):

Criteria & Evidence Required	
1B.3	Pitch an idea, in one format, for a digital media product demonstrating effective use of verbal and written communication techniques
2B.P3	Pitch an idea, in two formats, for a digital media product demonstrating effective use of verbal and written communication techniques
2B.M3	Pitch an idea, in two formats, for a digital media product demonstrating effective use of verbal and written communication techniques
2B.D3	Pitch an idea, in two formats, for a digital media product demonstrating confident and correct use of verbal and written communication techniques

Assessor's Comments:

What you have achieved:

What you need to improve:

Learner Comments:

Date: _____ Signed (on Completion) _____

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Unit/Assignment:..... Name:

Assignment Feedback Form

Produce planning for a digital media product

Date (set):

Date (due):

Criteria & Evidence Required	
1C.4	Produce a basic planning portfolio for a digital media product
2C.P4	Produce an appropriate planning portfolio with basic organisation in preparation for a digital media production
2C.M4	Produce a detailed, organised planning portfolio in preparation for a digital media production
2C.D4	Produce a comprehensive, systematically organised planning portfolio in preparation for a digital media production

Assessor's Comments:

What you have achieved:

What you need to improve:

Learner Comments:

Date: _____ Signed (on Completion) _____

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Lesson Plan 1 – Introduction to Unit 2: Planning & Pitching a Digital Media Product



LESSON AIMS

Learners should:

- ✓ Understand what is required of them in Unit 2
- ✓ Understand what the terms 'planning' and 'pitching' are

Keywords: *Planning, Pitching, Digital Media Product*



STARTER

To introduce the unit and to engage learners, play the starter game 'Pitching and Planning'. **Resource 1.1 Mind Map of Key Words.** Cut up the table of words and place them into two columns (preferably at the front of the class). Learners are to choose a learner at random, by shouting out their name or three letters of their name. Learners are to pick one from each column and have 30 seconds to pitch an idea for a digital media product suitable for the target audience chosen. After the game, discuss the advantages and difficulties of pitching an idea without planning. You can also discuss the importance of planning and effective communication by briefly touching upon the importance of planning and effective communication.



MAIN

You will need the **Resource 1.2 PowerPoint: Lesson 1_Understanding the Unit**. This PowerPoint addresses the unit and breaks down in detail what is expected of learners. The activities within the PowerPoint on slides 5, 7, and 9, identify the assessment criteria and thoroughly understand learning objectives.

Use this lesson to allocate learners into their assignment groups. Give each group a **Scenario**.



EXPOSITION

Discussion: Split the class into two equal groups. Give one group 'Planning' and the other 'Pitching'. Give each group 2 minutes to discuss and note down what each term means. After this, the Planning group must explain to the Pitching group what planning means. After this, the Pitching group must explain to the Planning group what pitching means. Allow for 30 seconds to 1 minute for explanation. Write down points made.



PLENARY

Learning Aims Pop Quiz: Allocate three locations within the classroom for Learning Aim A, Learning Aim B and Learning Aim C. Call out the aims in random order (you can use the PowerPoint for this). Learners must go to the correct learning aim.



EXTENSION & HOMEWORK

Learners must produce a mind map for what they think is included in Planning and Pitching a Digital Media Product. Words, images, different colours, etc. can be used to decorate the classroom walls to remind learners each lesson.

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Media Hot Potato Word


Digital Media Sector	Target Audience
Publishing	Teen
Marketing Image	Men aged
Audio	Women aged
Web	Young
Games	Parents of children aged

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Assignment Scenario

Criteria covered	Assignment	Scenario
1A.1, 2A.P1, 2A.M1, 2A.D1 1A.2, 2A.P2, 2A.M2, 2A.D2 	Develop ideas for a digital media product	<p>You work for a digital media production company that specialises in the following digital media products: moving image, audio, digital animation, web production and digital games.</p> <p>A client representative has approached you for a digital media product. Media who has invited you to pitch your ideas. One of the digital media products your client is looking to produce a range of products to add to their portfolio and they are keen to work with your production company. You have the brief the client has sent you, you need to formulate ideas using verbal, written and digital communication techniques.</p>

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Lesson Plan 2 – Digital Media Products

The planning portfolio can be linked to any of the production units (Units 3, 4, 5, 6, 7). The planning and pitching of an idea in this unit should be linked to a digital media product in their optional units.



LESSON AIMS

Learners should:

- ✓ Understand a range of digital media products and understand the requirements of the planning portfolio
- ✓ Begin to come up with ideas for a digital media product
- ✓ Set up their production portfolio blog

Keywords: Digital Media Product, Production, Portfolio, Blog, Sector, Publishing, Websites, Games



START

The **Start** activity is a recap of the digital media sectors and digital media products. This can be done as a **quick refresher quiz** using **Resource 2.1 Lesson 2_Quick Quiz**.



MAIN

'Pitch and Choose' Activity: If you have not chosen a sector, why not get through a fun activity. Ask learners to arrange themselves into groups (max 4) and give them 10 minutes to come up with a 60-second pitch for a digital media product in one of the sectors (websites, games), give the groups 10 minutes to come up with a 60-second pitch for that particular sector for Unit 2. This encourages participation and learner responsibility for their own learning. It also introduces the role of the teacher for the unit. You, as the teacher, can decide on the winning 'bid', giving rewards to the winning group.

Distribute the **Client Brief Resource 2.2** for the digital media sector you have chosen.

- **Computer session:** Use this lesson for learners to set up a production portfolio on one of the following blogging sites: www.blogger.com or www.wordpress.com. Discuss the requirements of the planning portfolio in terms of formats and content. Learners should spend time on their blogging site to get used to using it and customise their individual portfolios.

Learners may want to separate their blogs under the following main headings:

- **Learning Aim A:** Understand how to develop ideas for a digital media product
- **Learning Aim B:** Planning and pitching a digital media product
- **Learning Aim C:** Produce planning for a digital media product

During this lesson you may want to give out the **requirements for Learning Aim A** in preparation for lessons 3–7.



EXPOSITION & PLENARY

Give out **Resource 2.3 Sector Documents / Evidence Checklist** for the sector chosen. Learners should use this time to answer any questions learnt from the documents.



This could lead into an activity whereby learners write questions/queries they have and you as the teacher call them out one by one to answer the questions. If learners are struggling, provide support and summarise the question; this can be done by writing the question on the board and writing the answer.



EXTENSION OR HOMEWORK

- Learners to continue to spend time on their blogging site to get used to the layout to suit their individual portfolios
- **Blog Post:** Upload Client Brief and Deadline Dates for Assignment Task

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Client Brief – Moving Image Product

The client is a secondary school's marketing officer. They need to create their marketing materials for the school and they would like to work with your production company. You have been invited to pitch an idea for a school promotional video aimed at young people aged 11-18.

Client Brief – Digital Audio Product

The client is a hospital marketing manager. The client has a budget for the hospital and they would be very keen to work with your company. You have been invited to pitch an idea for a radio advertisement for patients in the hospital.

Client Brief – Digital Publishing Product

The client is an independent film-maker. They are in the process of producing the teen horror *Don't Scream*. They would be very keen to work with your production company. You have been invited to pitch an idea for the film's DVD cover.

Client Brief – Web Product

The client is a marketing manager of 'All Saints Primary' and they want to create an online platform for internal use in the form of a website and app. They would like to work with your production company. You have been invited to pitch an idea for a new internal website (intranet) that staff and students can use.

Client Brief – Digital Game Product

The client is an educational publisher. They are looking for 'educational learning' for young people. The client wants to add apps to their existing range. They would be very keen to work with your production company. You have been invited to pitch an idea for a new educational app aimed at young people.

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Learning Aim A, Task 1 Part A Re

a) The client's brief will tell you what type of digital media product the following:

- Moving Image
- Audio
- Digital Publishing
- Website
- Digital Games

You should consider the brief in terms of who, why, what and where

- Target Audience
- Purpose – Why produce the product?
- Platform – What will the product be and where will it be seen?

Feedback Comments:

Task Complete?

YES – I'm happy with my work

NO – needs improvement

Date

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Learning Aim A, Task 1 Part B Re

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a) Find out what type of digital media product the client requires from

Note down which digital media product they require:

Identify:

- The target audience (WHO):

.....

.....

.....



- The purpose of the product (WHY):

.....

.....

.....

- The platform for the product (WHAT and WHERE):

Think about what the product will be and where it could possibly

.....

.....

.....

Feedback Comments:



Is it complete?
 YES – I'm happy with my work
 NO – needs improvement

Date

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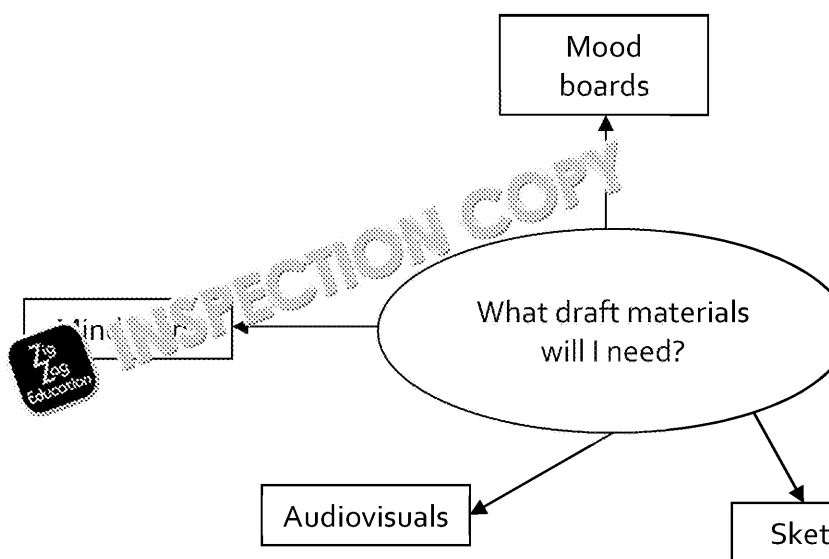
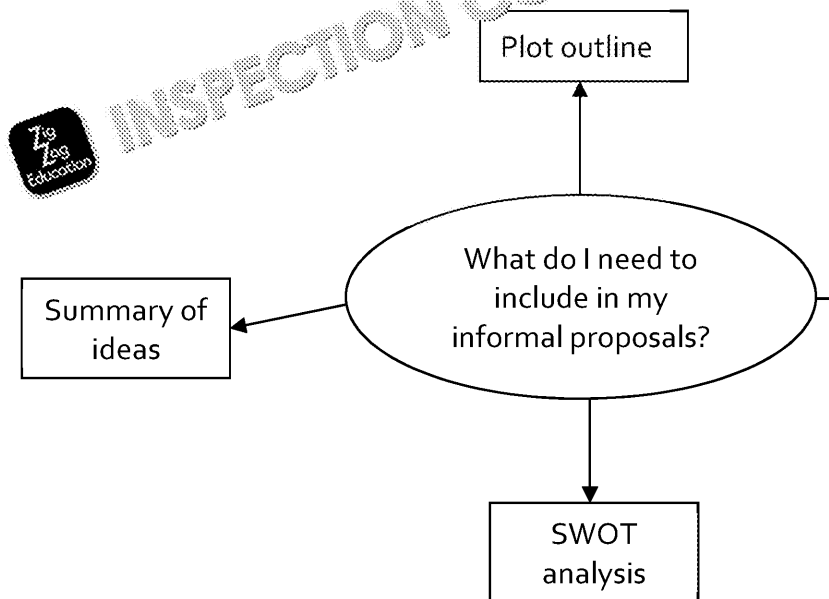


- b) It's important that you hold a meeting with your production team brief.

What needs to be done?

- Each person in the group will need to keep notes
- Each person in the group should contribute two ideas to the brief
- For each idea that is discussed, you will need to write an informal proposal
- For each idea, gather feedback that can be used to help you

Tip: Make sure your ideas are creative and not just a rehash of ideas.



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What should I do first?

- Make sure one person in your group is keeping minutes of the discussion
- Discuss your original ideas, coming up with reasons as to why you think they are good
- Write down your ideas on post-it notes and have a 'keep' and 'discard' column. For a discarded idea, write down why the idea was rejected. For a kept idea, write down why the idea was kept and make sure to include any relevant details

Next:

- Decide on the final idea – this will need to be a group decision

Once you have decided on the final idea, you will need to write a report

- What will the report include?
- An outline detailing why this idea was selected
- How the idea meets the brief
- Comments on planning considerations

Tip: Ensure that your verbal, written and visual communications are clear and concise

Make sure you clearly state all the work you have produced individually

Feedback Comments:

Task Complete?
YES – I'm happy with my work
NO – needs improvement

Date: _____



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Sector Documents / Evidence Collection


Moving Image Production

Tip: Your planning portfolio should document the development from

Portfolio formats:

- Log
- Planning Blog – including images, hyperlinks, scans, screenshots
- Uploaded Planning Documentation, e.g. electronic files
- Hard-copy Documents

Organisation:

-  Log
- Names/Contacts
- Chronology/Dates
- Filing
- Cost
- Minutes of Meetings
- Contingency Plans (alternative ideas)
- Revisions and Decisions
- Annotation and Labelling, e.g. shots, sketches, photos
- Hyperlinks

Evidence that I need to include that is specific to moving image production:

- Storyboards
- Shot Lists
- Lighting Test Shots
- Prop/Costume/Make-up List
- Location Scout Information, e.g. recce photographs
- Shooting Schedules
- Script Drafting
- Permissions for Filming
- Personnel Requirements
- Equipment Booking
- Health and Safety (risk assessment)

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Sector Documents / Evidence C


Digital Audio Production

Tip: Your planning portfolio should document the development from

Portfolio formats:

- Log
- Planning Blog – including images, hyperlinks, scans, so
- Uploaded Planning Documentation, e.g. electronic file
- Hard-copy Documents

Organisation:

- 
- Names/Contacts
- Chronology/Dates
- Filing
- Cost
- Minutes of Meetings
- Contingency Plans (alternative ideas)
- Revisions and Decisions
- Annotation and Labelling, e.g. shots, sketches, photos
- Hyperlinks

Evidence that I need to include that is specific to digital au

- Dialogue/Sound Script
- Equipment List
- Sound Logs
- Timing Plans
- Recording Schedule
- Sound Checks, e.g. interior/exterior
- Setting of Recording Levels
- Copyright Clearances
- Health and Safety (risk assessment)



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Sector Documents / Evidence C


Digital Publishing

Tip: Your planning portfolio should document the development from

Portfolio formats:

- Log
- Planning Blog – including images, hyperlinks, scans, so
- Uploaded Planning Documentation, e.g. electronic file
- Hard-copy Documents

Organisation

-  Log
- Names/Contacts
- Chronology/Dates
- Filing
- Cost
- Minutes of Meetings
- Contingency Plans (alternative ideas)
- Revisions and Decisions
- Annotation and Labelling, e.g. shots, sketches, photos,
- Hyperlinks

Evidence that I need to include that is specific to moving in

- Screenshots
- Asset Sources, e.g. images, videos
- Test Shots
- Prop/Costume List
- Shot List
- Styles
- Templates and Formats, e.g. colour, font size, font ty
- text and image alignment, text wrap, page layouts, co
- Page Mock-ups, e.g. thumbnail sketches, annotated sk



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Sector Documents / Evidence Check

Web Production

Tip: Your planning portfolio should document the development from

Portfolio formats:

- Log
- Planning Blog – including images, hyperlinks, scans, screenshots
- Uploaded Planning Documentation, e.g. electronic files
- Hard-copy Documents

Organisation

- Log
- Names/Contacts
- Chronology/Dates
- Filing
- Cost
- Minutes of Meetings
- Contingency Plans (alternative ideas)
- Revisions and Decisions
- Annotation and Labelling, e.g. shots, sketches, photos
- Hyperlinks

Evidence that I need to include that is specific to moving in

- Screenshots
- Templates and Formats
- Colours
- Font Size Tests
- Font Types Tests
- Text and Image Alignment
- Mock-ups of Page Layouts, e.g. annotated sketches, diagrams
- Site Map
- Sourced Assets, e.g. videos, images
- Health and Safety (risk assessment)

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Sector Documents / Evidence Check

Digital Game Production

Tip: Your planning portfolio should document the development from

Portfolio formats:

- Log
- Planning Blog – including images, hyperlinks, scans, screenshots
- Uploaded Planning Documentation, e.g. electronic files
- Hard-copy Documents

Organisation

- Log
- Names/Contacts
- Chronology/Dates
- Filing
- Cost
- Minutes of Meetings
- Contingency Plans (alternative ideas)
- Revisions and Decisions
- Annotation and Labelling, e.g. shots, sketches, photos
- Hyperlinks

Evidence that I need to include that is specific to moving in

- Game Outline
- Character/Avatar Outline
- Plans, e.g. gameplay, online multiplayer features
- Sketches, Annotated Drawings, e.g. characters, environments
- Written or Visual Storylines
- Assets
- Scripts
- Storyboards (illustrating scene progression or specific actions)
- Health and Safety / Risk assessment

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Lesson Plan 3 – The Brief – What is Required?



LESSON AIMS

Learners should:

- ✓ Understand what a brief is
- ✓ Understand why briefs are used
- ✓ Understand the requirements of the brief

Keywords: *brief, target audience, platform, purpose, deconstruct*



STARTER

What do you think of when you hear the word 'brief'? Give learners the question *What do you think of when you hear the word 'brief'?* Write down all the words that learners give you or their definition of a brief. Then discuss with learners using the words they have produced.



Use **Resource 3.1 The 4 Ws: Who, Why, What and Where Activity** to give learners client briefs examples, split learners into five groups, and give each group a task. Use **Resource 3.1**. Learners to feed back to the class.

Using **Resource 3.2**, learners are to individually deconstruct the client brief for the chosen digital media product.

It could also be quite useful to have a guest speaker from the media industry to talk about briefs, generating ideas and planning issues in the lesson.



EXPOSITION

Hand out **Resource 3.3**, specific to the digital media product you have chosen. Learners to go through and write down on post-it notes any questions they have. This can be addressed at the end of the lesson or could be used as a starter for the next lesson.



PLENARY

Tweet lesson – learners to sum up a 140-character answer to the question: *What is a brief?*



EXTENSION OR HOMEWORK

- **Blog Post: Deconstructing Client Brief – Identifying Target Audience** (A). Learners may want to use the target audience outline outlined in **Resource 3.3**.
- **Look at the examples provided in Resource 3.3**. Learners to make notes on the brief. Lesson 5: Generating ideas, selecting ideas.



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The 4 Ws: Who, Why, What and

Client Brief Example A

The client is from Lime Light Productions. They want to create a new romantic comedy called ***Time of my Life***. The client wants as much exposure as possible across multiple media channels. They have conducted research and put the film to a focus group. They have concluded that it will definitely appeal to young women and they want the trailer to target young couples.



Client Brief Example B

The client is from Cool Soundz. They want to create a new podcast. The client has asked for you to research the real-time suitable podcast for the audience. They would like you to put forward ideas of how the podcast can be accessed/found.

Client Brief Example C

The client is from Digital Publishing Inc. They want to create digital resources for learners studying media-related courses in secondary schools. They would like you to put forward ideas of how learners can access these resources.

Client Brief Example D

The client is from Music Publishing Corp. They want to create a new indie rock band 'The RoadRunners'. The fan base for The RoadRunners is females aged between 16–25.

Client Brief Example E

The client is from @Cyber Productions. They want to create a charity RSPCA aimed at young children and their parents. They would like you to put forward ideas of how the charity can be both educational and entertainment etc.



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Deconstructing a Client

Client Brief:

WHO (Target audience)	WHY (Purpose of the product)
	

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Digital Moving Image Production

Promotional Videos Information

What is a promotional video?

A promotional video is generally a short production piece that is used as a means to communicate a product or service. Promotional videos are usually used by organisations for a specific purpose, e.g. to raise awareness, increase 'good image' or generate sales. They generally have the look and feel of a high-value production.

Why use a promotional video?

- To differentiate a product or service from competitors
- To present information
- To increase demand for a product

What should you consider for a promotional video?

- Codes and conventions
- Representation, e.g. people, place, ideological messages and values
- Target audience, e.g. age, gender, ethnicity, life stage, socio-economic
- Narrative structure (opening, ending, linear/non-linear, circular)
- Mise en scène (setting, props, costumes, make-up, movement, visual style)
- Use of stars, e.g. celebrities, reality stars, no stars
- Style, e.g. realist, abstract, intertextual, parody
- Themes and subtext
- Camerawork (framing and distance, focus, shots, movement, angles)
- Sound (use of music, dialogue, levels, clarity, pitch, diegetic/non-diegetic)
- Editing (transitions, rhythm, sound bridges)
- Mode of address, e.g. direct to camera, omniscient voice, friendly, formal
- Structure, e.g. use of inserts, VT footage, dramatisation, voiceovers, subtitles
- Objectivity and subjectivity (bias)
- Platforms – television, Internet streaming, downloads (for mobile phones and computers)
- Purpose, e.g. to persuade, promote, inform, educate, entertain
- Types, e.g. narrative, endorsement, problem solving, demonstration
- Psychographic appeal (aspiration, inspiration, motivation, sympathy)
- Persuasive techniques (slogans, taglines, repetition, rhythm, rule of three)
- Creating a 'buzz' (viral, short forms teaser/trailer)

Task: Watch the example videos and work through the list above, identifying the elements. How many can you identify?

Examples:

- 1) <http://www.affixxiuseducation.co.uk/portfolio/stenying-grammar-school>
- 2) <http://www.affixxiuseducation.co.uk/portfolio/aiglon-college>
- 3) <http://www.affixxiuseducation.co.uk/portfolio/oakham-school>
- 4) <http://www.affixxiuseducation.co.uk/portfolio/loughborough-grammar>

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Digital Audio Production

Radio Broadcast Information

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What is a radio broadcast?

Radio broadcast is a one-way transmission using radio waves that can reach a large audience. There are many types of radio broadcast; these are: satellite TV radio, Internet radio, digital radio, etc. Radio broadcast licences can be broken down into the following categories: commercial radio, hospital radio, long-term radio licence, short-term radio licence, online radio (podcast), radio advertising production music licence and an independent production licence.

Why use a radio broadcast?

- Useful for educating the audience
- Useful for entertaining the audience
- Real-time information
- Reaches a wide audience

What should I consider for a radio broadcast?

- | | |
|---|--|
| <ul style="list-style-type: none"> • Genre codes and conventions • Representation, e.g. people, place, ideological messages and values • Target audience, e.g. age, gender, ethnicity, life stage, socio-economic background • Narrative structure (opening, ending, linear/non-linear, circular) • Use of stars, e.g. celebrities, reality stars, no stars • Style, e.g. realist, abstract, intertextual, parody • Themes and subtext • Editing (bridges) • Aural landscape (combination of music, dialogue and effects) • Mode of address, e.g. friendly, formal, imperative mode, formal • Objectivity and subjectivity (bias) • Purpose, e.g. create mood (tension, authority, fear, laughter), interviews, atmosphere, live performances, presentations, dialogue, group debate, audience interaction • Ambience • Rhythm/pace (beat) • Functional (communication, information) • Persuasion (repetition, communication methods, techniques) | <ul style="list-style-type: none"> • Presenter/character • Digital audio file formats (MP3, AAC, CDDA, compressed) • Audio platform (e.g. iTunes, Spotify, Player, Real Player) • Listening system (e.g. headphones, speakers) • Microphone type (e.g. dynamic, condenser, direct connection, USB microphone) • Recording and editing software (e.g. Audacity) • Live or pre-recorded • Interior/exterior location • Voiceovers • Announcements • Idents • Interviews • Incidental music • News reports • Jingles • Phone-ins • Icons • Silence (beat) • Music • Effects • Dialogue |
|---|--|

Task: Listen to the example radio broadcasts and work through the different elements. How many can you get?

Examples:

- 1) <http://www.radionorthwickpark.org>
- 2) <http://www.hri.org.uk>
- 3) <http://radiohillingdon.com/listenlive/index.php>
- 4) <http://hrc.org.uk>

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Digital Publishing: DVD Cover Information

What is a DVD cover?

Packaging used to store a DVD disc. The DVD cover is the paper sleeve on the disc. The DVD cover is useful as a promotional tool that includes a mix of text and images to attract the target audience.

Why use a DVD cover?

- Protects the DVD disc
- Grabs the attention of the audience
- Promotes/sells the film / TV programme, etc.
- Creates enigma and interest

What should be considered for a DVD cover?

- Codes and conventions
- Representation, e.g. people, place, ideological messages and values
- Target audience, e.g. age, gender, ethnicity, life stage, socio-economic
- Narrative structure (opening, ending, linear/non-linear, circular)
- Use of stars, e.g. celebrities, reality stars, no stars
- Style, e.g. realist, abstract, intertextual, parody
- Themes and subtext
- Mode of address, e.g. friendly, formal, imperative mode, formal
- Purpose, e.g. inform, education, entertain, market to, promote an event
- Persuasion (repetition, communication methods/techniques)
- Character identification
- Portability
- Convenience
- Mix of text and images
- File formats, e.g. JPEG, PNG, EPS, DOCX, PDF
- Scaling
- Cropping
- Image manipulation
- Colour correction
- Page layout
- Place of text/image
- Styles, e.g. house style, optical balance, readability, use of upper case
- Props/costumes/make-up
- Aesthetic qualities
- Interactivity

Task: Investigate a range of DVD covers at home, at an entertainment retail site such as Amazon.co.uk or Play.com, and work on identifying the different elements. How many can you get?

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Website Production: Information Website Information

What is an information website?

Useful data that is stored on a set of related web pages served from a single web server

Why use an information website?

- To inform
- To educate
- For sharing documents
- For entertainment, e.g. photo sharing
- Access, e.g. on the move

What should I consider for an information website?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Codes and conventions • Representation, e.g. people, place, ideological messages and values • Target audience, e.g. age, gender, ethnicity, life stage, socio-economic background • Narrative structure (opening, ending, linear/non-linear, circular) • Use of stars, e.g. celebrities, reality stars, no stars • Style, e.g. realist, abstract, intertextual, parody • Themes and subtext • Mode of address, e.g. friendly, formal, imperative mode, formal • Purpose, e.g. inform, educate, entertain, persuade, storage, sharing, social interaction • Functional (communicate information) • Web pages • Content • Hyperlinks • Web browsers, e.g. Google Chrome, IE, FireFox, Safari | <ul style="list-style-type: none"> • HTML/CSS • PHP/JAVA • Tags • Metadata • Page properties • Tables • Page layout • Alignment • Colours • Text, images • Images • Videos (Flash, RealPlayer) • Audio (Flash, RealPlayer) • Animation • Navigation (search, search for, rollovers) • Aesthetics • Composition • User-friendly • Interactivity |
|---|---|

Task: Look at the example information websites and work through the different elements. How many can you get?

Example

- 1) http://www.nasa.gov/audience/forstudents/#.U2SkZVy6_wl
- 2) <http://visitbath.co.uk>
- 3) <http://www.hscic.gov.uk>
- 4) <http://www.cityoflondon.police.uk/advice-and-support/fraud-and-e-crime/pipcu/Pages/default.aspx>

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Digital Games: App Information

What is an app?

An app is a self-contained program or piece of software, designed to fulfil a particular function, downloaded.

Why use an app?

- Novel
- To educate
- To entertain
- To persuade (use of advertising in apps)
- Can access while offline
- Accessibility
- Speed

What should I consider for an app?

- Genre codes and conventions
- Representation, e.g. people, place, ideological messages and values
- Target audience, e.g. age, gender, ethnicity, life stage, socio-economic background
- Narrative structure (opening, ending, linear/non-linear, circular)
- Use of stars, e.g. celebrities, reality stars, no stars
- Style, e.g. realist, abstract, intertextual, parody
- Themes and subtext
- Advertising capabilities
- Mode of address, e.g. friendly, formal, imperative mode, formal
- Objectivity and subjectivity (bias)
- Purpose, e.g. inform, educate, entertain, persuade, storage, sharing, social interaction
- Functional (communicate information, educate, entertain, etc.)
- Character identification
- Platform: computer, mobile, tablet
- Screen resolution
- Screen pixels
- RAM (size and speed)
- Gameplay type: single player, cooperative, based, death, social
- Types of game: action, strategy, hardcore, simulation
- Specialist interface
- Objectives
- Encounters
- Navigation
- Pickups
- Graphics, texture
- Ambient sound
- 2D or 3D
- Layout
- Lighting
- Interactivity

Task: Look at examples of apps listed in the link below and work through the different elements. How many can you get?

Exam

- 1) <http://www.theguardian.com/technology/appsblog/2013/jun/19/android-ipad>

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Lesson Plan 4 – Generating Ideas: Communication Method



LESSON AIMS

Learners should understand:

- ✓ Verbal, visual and written communication methods

Keywords: *verbal, written, visual, discussions, meetings, thought interviews, focus group, plot outline, brief synopsis, ideas, annotations, SWOT analysis, mood boards, mind maps, audiovisual presentation*



STARTER

Using **Resource 4.1**, learners are to arrange the list of communication methods into **verbal, written and visual**. This can be done as a class exercise. A search engine might be useful here to find examples, definitions, YouTube



MAIN

Advantages and disadvantages of communication methods – *verbal, written, visual*. Learners are to look at the examples of communication methods; learners are to discuss why they could be used, e.g. storyboards to map out the narrative visual

Learners are to identify the communication methods they think would be useful for their assignments. Learners are to make a list and note down reasons for a range of communication methods.



EXPOSITION

Pictionary: Learners are to explain the communication methods through drawing. Learners are to work in groups on A3 paper. These can be placed around the classroom to review the communication methods and the outcome of the lesson, i.e. what



PLENARY

Action! Choose about five of the communication method examples and discuss them. Learners are to act out that communication method. Another way of doing this is to act out one of the communication method examples; the learners have to guess the methods you are using. Hand out **Resource 4.2**.



EXTENSION OR HOMEWORK

- *Blog Post – Generating Ideas: Communication Methods*
- *Learners to complete a list of ideas for their assignment (between 3 and 5 ideas)*
- *Learners to prepare to present to a focus group (Task 1 Part B to the assignment). Learners can use handouts as well as a PowerPoint presentation. You may want to organise the running order of groups to save time in between the 5–10-minute presentation.*
- *Learners to hold a meeting to discuss ideas to meet the brief (Task 2). Learners to keep notes (upload to blog), and communicate two ideas both verbally and in writing (upload to blog). For each idea, learner to write an informal proposal (they may use the template for informal proposal). Upload to blog.*

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Communication Methods Map

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Discussions	Plot Outline
Brief Synopsis	Mind Maps
Informal Proposal	Thought Shower
Sketching	Blue-sky Thinking
Focus Groups	Interviews
Annotations	SWOT Analysis

Answers:

Verbal	Written
 Discussions Meetings Thought Shower Blue-sky Thinking Interviews Focus Groups	Plot Outline Brief Synopsis Informal Proposal Summary of Ideas Annotations SWOT Analysis

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Information Sheet

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Communication Method Example	Communication Method Type	
Discussions	Verbal	Talking about something or an exchange of ideas to reach a decision
Meetings	Verbal	A gathering of people for a particular reason, such as a formal meeting
Thought Shower	Verbal	Used for problem solving. Participants contribute ideas spontaneously
Blue-sky Thinking	Verbal	Used to improve creativity. Encourages creative ideas as possible, even if they are perceived as unrealistic
Interview	Verbal	A meeting of people for the purpose of consulting of a question or to obtain information
Focus Groups	Verbal	A group of people who participate in a discussion for qualitative research
Plot Outline	Written	A brief overview of the story or project
Brief Synopsis	Written	A short and concise summary of a story or project
Informal Proposal	Written	Internal document that outlines the objectives of a project and a proposed solution. Useful for collecting suggestions. An informal outline, brief synopsis of ideas.
Summary of Ideas	Written	A short written rundown of ideas that have been suggested
Annotations	Written	A note or information added to an image in the form of a comment
SWOT Analysis	Written	A study to identify the strengths, weaknesses, opportunities and threats of a project
Mood Boards	Visual	An arrangement of images and text to portray a particular mood or theme
Mind Maps	Visual	A diagram that outlines the relationships between concepts, words, or ideas
Storyboards	Visual	A sequence of sketches or images that show the shot, length, (in order) and the process of a project
Sketching	Visual	A rough drawing that shows the basic features without the need for detail
Audiovisual presentation	Visual	A speech or talk where visual aids are used to help explain the new ideas

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Informal Proposal Template

Group:

Plot Outline:

Brief Synopsis:

SWOT Analysis:

Summary of Ideas:

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Lesson Plan 5 – Generating Ideas: Selecting Ideas



LESSON AIMS

Learners should:

- ✓ Understand the process behind selecting ideas using the knowledge from the previous lesson to make informed decisions
- ✓ Learning Aim A: Understand how to develop ideas for a product or service using digital media
- ✓ **Resource 5.1** How to analyse and select ideas should be discussed. Learners will then present their findings as part of a presentation. If there is not enough time in the lesson to present, this can be done as part of the next lesson.

Keywords: *Revisions, Lessons, Formulation Process, Selection, Presentation, Ideas*



STARTER

Learners are to prepare for their presentations to the focus group, e.g. by having a draft ready.



MAIN

****You will need an audio/video recorder for this lesson**.** The whole class are to present their draft materials, such as:

- Mood boards
- Storyboards
- Sketching
- Audiovisual
- Mind maps

to a focus group. The focus group will need to be prepared to give feedback using **5.1** as a feedback form.



EXPOSITION & PLENARY

In the envelope: Write down the group on the front of the envelope. Learners are to provide feedback for each group (apart from their own) by writing it in the envelope. Envelopes are then given to the group, who discuss their groups.

Evidence checklist – minutes of meetings, reports, audio/video recordings, observation records / witness statements. Upload to blog under Learning Aim A.



EXTENSION / HOMEWORK

Blog post: upload Task 1 Part B requirement, any feedback given by other groups (records / witness statements). Learners to also upload their final ideas.

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Selecting Ideas Presentation Feed



Selecting Ideas Information Sheet

How to analyse and select ideas

The following information sheet contains real-life industry techniques that you can use to select ideas.

- 1) Discount ideas and be able to provide valid reasons as to why these ideas are not selected
- 2) Make revisions to ideas in the formulation process
- 3) Make decisions to ideas in the formulation process
- 4) Choose a final selected idea and be able to provide valid reasons as to why this idea is selected

Techniques that can be used to analyse and select ideas:

Technique	What the technique can involve
 Concept Screening	Comparing options to gain a consensus <ol style="list-style-type: none"> 1) Multi-voting Each group member votes for several ideas. The idea with the most votes is selected. 2) Pros and cons Each team member notes down the strengths and weaknesses of each idea. The group then selects the best idea based on group opinion.
Delphi Method	<ol style="list-style-type: none"> 1) Creating open-ended questions that address areas that you need answers to. e.g. in what ways does the idea appeal to the target audience? A second set of questions can be used to clarify agreement or disagreement, e.g. Do you agree or disagree with the following statement: This idea fulfils the brief. 2) This can be done as a group exercise where individuals within the group select people outside the group to answer questions (will need people that offer different perspectives. e.g. there is no point asking a child to answer questions on an idea that is targeted to teenagers).
 Force Field Analysis	<p>A useful decision-making technique that helps you make a decision by looking at the forces for and against a change (your idea) and helps you communicate reasoning behind decisions</p> <ol style="list-style-type: none"> 1) Listing all the factors (forces) for and against your idea, then score (1 – very weak to 5 – very strong) each factor based on its importance and add up the scores for and against to see which wins.

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Technique	Definition	What the technique can involve
Six Thinking Hats	Used to 'look at' a problem from a number of different perspectives	<ol style="list-style-type: none"> 1) White hat – With this thinking hat you look at the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. 2) Red hat – Look at problems using your gut reaction and emotion. Also try to predict how other people will react emotionally to understand the responses of people you do not fully know your reasoning. 3) Black hat – Look at all the bad points of a decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it helps to identify the weak points. 4) Yellow hat – Helps you to think positively. It is the optimistic viewpoint that helps you see all the benefits of the decision and value in it. 5) Green hat – Develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. E.g. rolestorming, metaphorical thinking. 6) Blue hat – Process control. This is typically worn by people chairing meetings. It is about running into difficulties because ideas are running dry, they may direct activities using green hat thinking, for example.
Negative Selection	Sorting out ideas into 'no' and 'maybe' piles and ending up with a shortlist of ideas	<ol style="list-style-type: none"> 1) Using criteria such as time, costs, difficulties, fits the brief (you may think of others to include), looking at ideas against the criteria and placing the idea in either a 'no' pile or 'maybe' pile to end up with a shortlist of possible ideas

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Task: What other techniques do you know of that would help with**Possible reasons to discount ideas**

- Doesn't fit the brief
- Difficulty in producing (too ambitious)
- Raises legal issues / planning issues that would be difficult to overcome

Possible reasons to make revisions to ideas

- Alterations make the idea more feasible / more interesting
- Feedback alters perceptions of ideas
- Make the idea 'fit for purpose'
- Iron out any issues / address issues and find alternative ways around them
- Decide what is manageable/achievable vs difficult to do
- Creative thinking process

Possible reasons for final selection

- Relevance to the brief
- Production seems feasible/reasonable
- No difficulty with legal issues or planning issues
- Group consensus
- Creative
- 'Fit for purpose'

Tip: Whenever you are asked to provide feedback, always highlight

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Group:

Strengths / What was good / What worked well:



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Suggested improvements / What didn't work so well:

Any further comments:



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Learners are to work in their assignment groups and are to produce a location list template learners can use; **Resource 6.5** is a production list. They should produce a Production Team list, identifying who will do what, to list the resources needed for production: availability of equipment, personnel required.

(E) EXPOSITION

Hot Seat – Ask every learner to prepare three questions for the lesson. Then pick a learner at random and ask them to take the hot seat in the Encourage learners to ask them their questions for two minutes. Then the seat.

(P) PLENARY

Summarise the lesson and go over anything that learners are unsure of. **Light** extension whereby learners rate their understanding of each of the greenencies which they raise (**Resource 6.6 – this is included on the CD**). Those who raise green have to be prepared to explain the topic; those who raise red have to be prepared to ask a question.



EXTENSION OR HOMEWORK

- Learners to identify the logistics and resources required for their own presentation that includes location considerations, time frame considerations, equipment required, and a list of resources needed for the production: availability of equipment, personnel required. Upload to blog.

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Planning Issues: Logistic or Resource

Student Cards

Personnel Required	Organisations
Achievable Aims	Time Frame
Availability of Equipment/Space	Expertise
Location Consideration	

Answers

Personnel Required (RESOURCE)	Organisations
Achievable Aims (LOGISTIC)	Time Frame
Availability of Equipment/Space (RESOURCE)	Expertise Team
Location Consideration (LOGISTIC)	

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Learning Aim A, Task 2 Part A Re

a) A useful tool and somewhat successful in pitching ideas is a presentation. To ensure that you can produce the best pitch, you will need to give attention to planning issues (locations, time frames, management and resources).

- Locations – have you considered suitable sites?
- Time frames – have you considered how long different stages are anticipated for when things don't go to plan? Have you thought so that the team know what they are aiming for, and an idea of when it will be complete?
- Management – organising within the team, identify roles and responsibilities, what in the team is there a fair divide of the workload, who is the production manager?
- Resources – identifying what you will need in terms of equipment and materials.

Tip: Remember to justify your choices for locations, time frames, management and resources required to the client.

As part of your presentation, take into consideration any legal, moral and ethical issues.

Make sure you know the regulatory body for your chosen digital media product, rules, guidelines and codes of conduct.

Be prepared to explain the importance of working to rules, guidelines and codes of conduct.

Feedback Comments:

Task Complete?
YES – I'm happy with my work.
NO – needs improvement

Date

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Location List Template

Group: Project for:

Location #	Location Address	Location Notes

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Production Schedule Template

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Date(s):	
Title of Production:	
Location: <i>Include directions and on-site parking facilities (if any)</i>	
Description: <i>Summarise the moving image / digital audio / digital publishing / website / digital game in 2–3 sentences.</i>	
Safety Precautions Needed:	

Contact Details of the Production	
Job	Name

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Location Contact Details	
Name	Location
	

Equipment List (<i>camera, sound, lighting</i>)


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Production Schedule

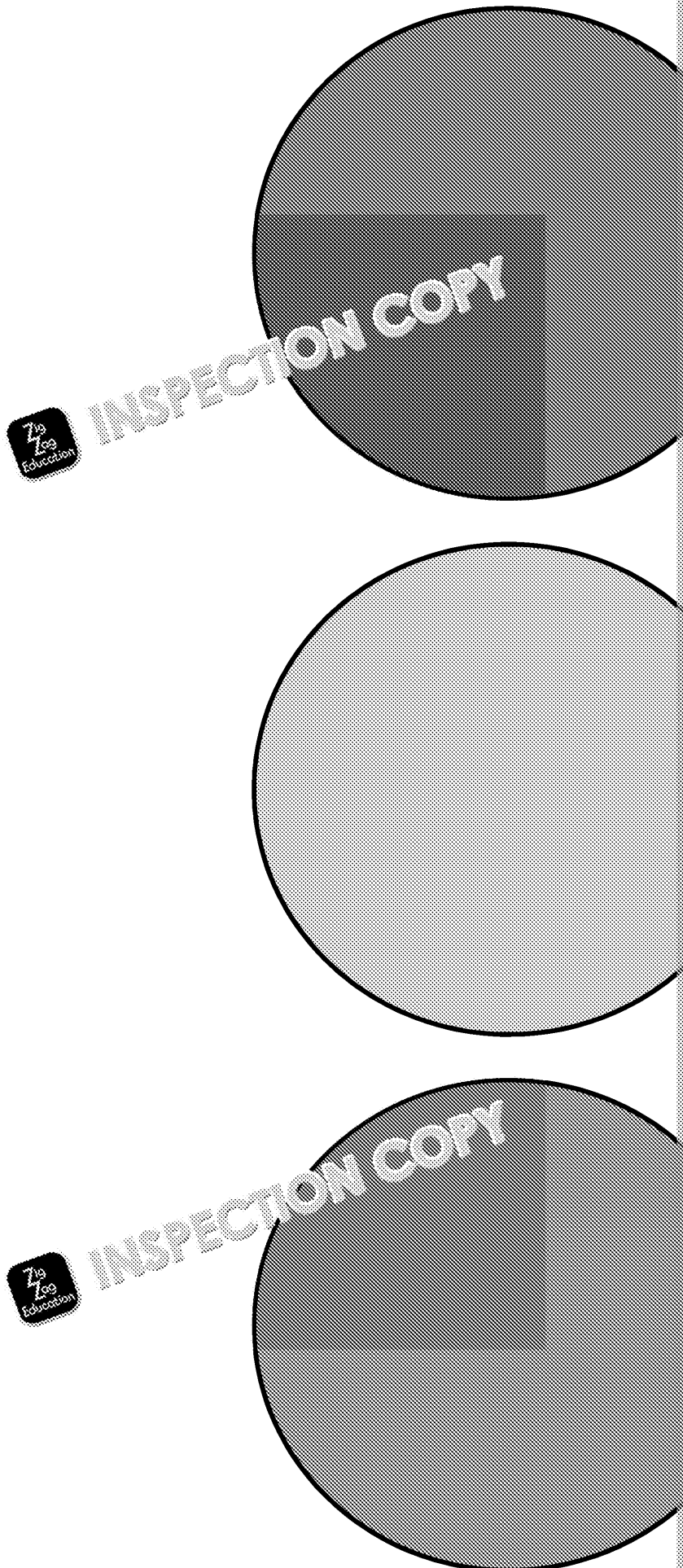
Time(ings) e.g. 08:00–09:00 <i>Remember to include breaks</i>	Brief Description of Activity to 1 min	List of Contributors Needed

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Traffic Lights



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Lesson Plan 7 –

Planning Issues: A Focus on Legal, Moral and Ethical Issues and Costs



LESSON AIMS

Learners should:

- ✓ Understand planning issues around legal, moral, ethical matters

Keywords: *Legal, Moral, Ethical, Libellous, Offensive, Controversial, Standards, ASA, OFCOM, PCC, ERSB, BBFC, Cost*



STARTER

Write the words **legal**, **moral** and **ethical** on the board. Learners are to write words as they can think of that they think these words mean. You may want to use the word 'ethical' and pass the board pen to a learner; the learner then does the same. This is then repeated until the 5 minutes is up.



MAIN

You will need **Resource 7.1 Legal, Moral and Ethical Issues**. The resource lists the issues and breaks down each issue into a bullet-pointed list. This is to be addressed; you may find that more able learners may add to this.

Split the class into three groups – legal, moral and ethical. Learners are to research their given issue. These can be general media case studies or can be related to the media they have chosen, e.g. moving image, digital audio, digital publishing. Learners are to present to the class; allow for 2–5 minutes per presentation. This can be a storytelling exercise (role play), a short presentation or a mind map.

Learners are to research their relevant regulation body (**Resource 7.2 Regulatory Bodies** for reference). Learners are to produce a fact sheet addressing the following:

- What the regulation body is/does
- What rules does the regulation body state?
- What logo do they use?
- What guidelines / codes of conduct does the regulation body have?

Websites for Regulatory Bodies:

- ✓ ASA – www.asa.org.uk/
- ✓ OFCOM – www.ofcom.org.uk/
- ✓ PCC – www.pcc.org.uk/
- ✓ ESRB – www.esrb.org/
- ✓ BBFC – www.bbfc.co.uk/

In assignment groups, learners are to draw a timeline (least expensive to most expensive) of the costs of production. Learners are to put the following on the timeline: *extra production costs, production charges, travel expenses, photocopying and printing.*



More able learners may come up with other costs; encourage learners to think of other costs production might include. Learners will need to justify their decisions on the scenarios such as allowing for accidental costs or added costs. Will learners be able to manage their money on their budget?

Learners are to upload this to their blogs.

Discuss the importance of budgets. This could be a quick classroom discussion or a advantages/disadvantages debate. Hand out **Resource 7.4 Task 2 Planning a Budget**.

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EXPOSITION

Summarise and go over what has been learnt in the lesson. Use this as a recap for learner issues.



PLENARY

What am I? Call out the examples listed in **Resource 7.1** at random (if added). Learners are to correctly identify whether the example is related to the issue. Learners should write down the answer on a piece of A4 and will need to be prepared to explain their choice.



EXTENSION OR HOMEWORK

- Learners to produce a presentation that shows how they have taken ethical issues into account in their planning. Upload to blog.
- Learners to produce their regulation body fact sheets and will need to produce a presentation that shows how their production complies with the rules, guidelines or codes of conduct of their regulation body. Learners must explain why it is important to work to the rules, guidelines or codes of conduct of their regulation body. Upload to blog.
- Learners to produce a draft budget for the production. Upload to blog.

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Legal, Moral and Ethical Issues

Definitions

Legal	Moral
Issues relating to a system of rules that regulates a group of people that could lead to penalties if the rules are 'broken'.	The principles that govern what is considered good or bad behaviour within society.

What to consider...


Legal	Moral
<ul style="list-style-type: none"> • Confidentiality (Confidentiality Agreement) • Copyright and Trademarks (Intellectual Property) T&Cs – who will own the work? • Data Protection Act • Defamation Laws – libel/slander • Exclusivity Deals • Health and Safety (risk assessment) • Licences Needed • Security Measures • Public Liability and Employers' Liability (insurance) • Safeguarding Young Children (Protecting) (Permissions) – child protection policies <p>Example: http://www.bbc.co.uk/aboutthebbc/insidethebbc/howwework/policiesandguidelines/child_protection.html</p>	<ul style="list-style-type: none"> • Knowing What is Right vs Knowing What is Wrong (Moral Principles) • Cultural/Social Beliefs • Helpful or Offensive? • Moral Panics • Moral Decision Making • Controversies • Moral Judgements • Religion • Personal Beliefs

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Regulation Bodies

Regulatory body	Logo	
ASA		The
BBFC		Func
Ofcom		Know
PCC		ad
ESRB		Ara

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Costs and Budgeting

Task: Students are to match up each of the key terms with the correct definition.

Budget
Under Budget
Over Budget
Low Budget
Big Budget

Finisher
An estimate
Major
Finisher
Major

Task: Hiring: Equipment can be loaned for a certain amount for a cost-effective in comparison to purchasing own equipment.

Students are to look at the example budget below. Please note this is a reflection of the media industry – budgets can be very bespoke requirements, e.g. rental costs can be significantly higher in the industry.

You may wish for students to carry out Internet research for a product to see whether there are any current budget guidelines.

Is there anything else that can be added into the budget that is not included? Can the budget be broken down further?

Example: further detail over a time period, e.g. catering – £700

Resource	Amount
Cast and Crew	
Travel	
Catering	
Location (if applicable)	
Equipment (Camera, Lights, Sound, etc.)	
Editing/Creation Software	
Insurance	
TOTAL	

Note: Production managers within the media industry use professional software to create a budget for a project. It is worth being aware of these. An example of many YouTube videos explaining how this software works (<https://www.youtube.com/watch?v=GojChlc>). You will not be required to purchase this software; this is purely for information.

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Task: Students are to write down the typical resources required for have chosen. This can be done as a group exercise. Each group (using their own idea if they wish) that would be considered a budget. Students are to compare and contrast the two and discuss are presented in both, etc., what are the capabilities, what are the advantages/disadvantages of each type, what is realistic, what is the brief, what changes can be made, how to be creative – what household objects to create sound effects (known as Foley effects).

Task: Low budget does not necessarily mean low production values. media products that have high production values produced on being 'creative' and getting the most for your money. Learners contrast low-budget productions to big-budget productions, differences.



For example, if the brief is to create a promotional video for a product, the budget for a low-budget production is significantly less than say a feature-length film. The budget would be significantly less than say a feature-length film. The budget would be significantly less than say a feature-length film.



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Learning Aim A, Task 2 Part B Re

As part of the production process, you will need to consider the cost of production to see a draft budget to help them with their decision. The draft budget details the resources you will need for production and an amount allocated for that particular resource.

Tip: You may want to think about funding that you could apply for to help with your production.

Feedback Comments:



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Task Complete?

YES – I'm happy with my work

NO – needs improvement

Do



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Lesson Plan 8 – What is a Pitch?



LESSON AIMS

Learners should:

- ✓ Understand what a pitch is and what it is used for
- ✓ Understand the difference between a 'good' pitch and a 'poor' pitch

Keywords: *Pitch, Communicate, Concepts, Audience, Persuade*



STARTER

How much do you know? Write down the word 'pitch' on the board and list as many things as possible about it in three minutes. Allow for discussion.



MAIN

Watch the video of **Young Apprentice** (YouTube):



<http://www.youtube.com/watch?v=mATQxDQZQps>

http://www.youtube.com/watch?v=veX_ispVd4M

Learners to make notes as they watch. Learners to feed back to the class on the quality of the pitch and concise communication, persuasion, communication skills, i.e. audience awareness, confidence, etc.

Good Pitch vs Poor Pitch. Learners to first watch the YouTube clip from:

- http://www.youtube.com/watch?v=vKFJ_AI3PWA
- <http://www.bbc.co.uk/learningzone/clips/a-badly-planned-presentation/11720.html>
- <http://www.youtube.com/watch?v=ToflNE1pQA#t=14>

Learners to make notes/observations. Learners to decide whether the pitches are good or bad. Learners must be prepared to explain their choice.

Learners are then to watch:

- http://www.youtube.com/watch?v=_QvguJJNiIA
- <http://www.bbc.co.uk/dragonsden/entrepreneurs/laurabooth.shtml>
- <http://www.bbc.co.uk/learningzone/clips/a-good-example-of-pitching/11720.html>

Learners to make notes/observations. Learners to decide whether the pitches are good or bad. Learners must be prepared to explain their choice.

This could lead into a comparison exercise of the two clips whereby the learners decide what a good pitch looks like and what a poor pitch looks like. Encourage learners to identify the good pitch – eye contact, bad pitch – no eye contact. You may want to add in your own examples.



EXPOSITION

Hand out **Resource 8.1 The Purpose of a Pitch**, **Resource 8.2 Task 2** and **Assignment 8.1**. Summarise the lesson. You may want to use the following questions to help learners who are not sure of.



PLENARY

At the end of the lesson, as the learners leave, they are to tell you something they have learned from the lesson; it could be a key word / phrase / associated word with pitches.



EXTENSION OR HOMEWORK

- Learners to look at further examples of good pitches
- Learners to start thinking about their own pitches, e.g. layout, content, delivery, etc.

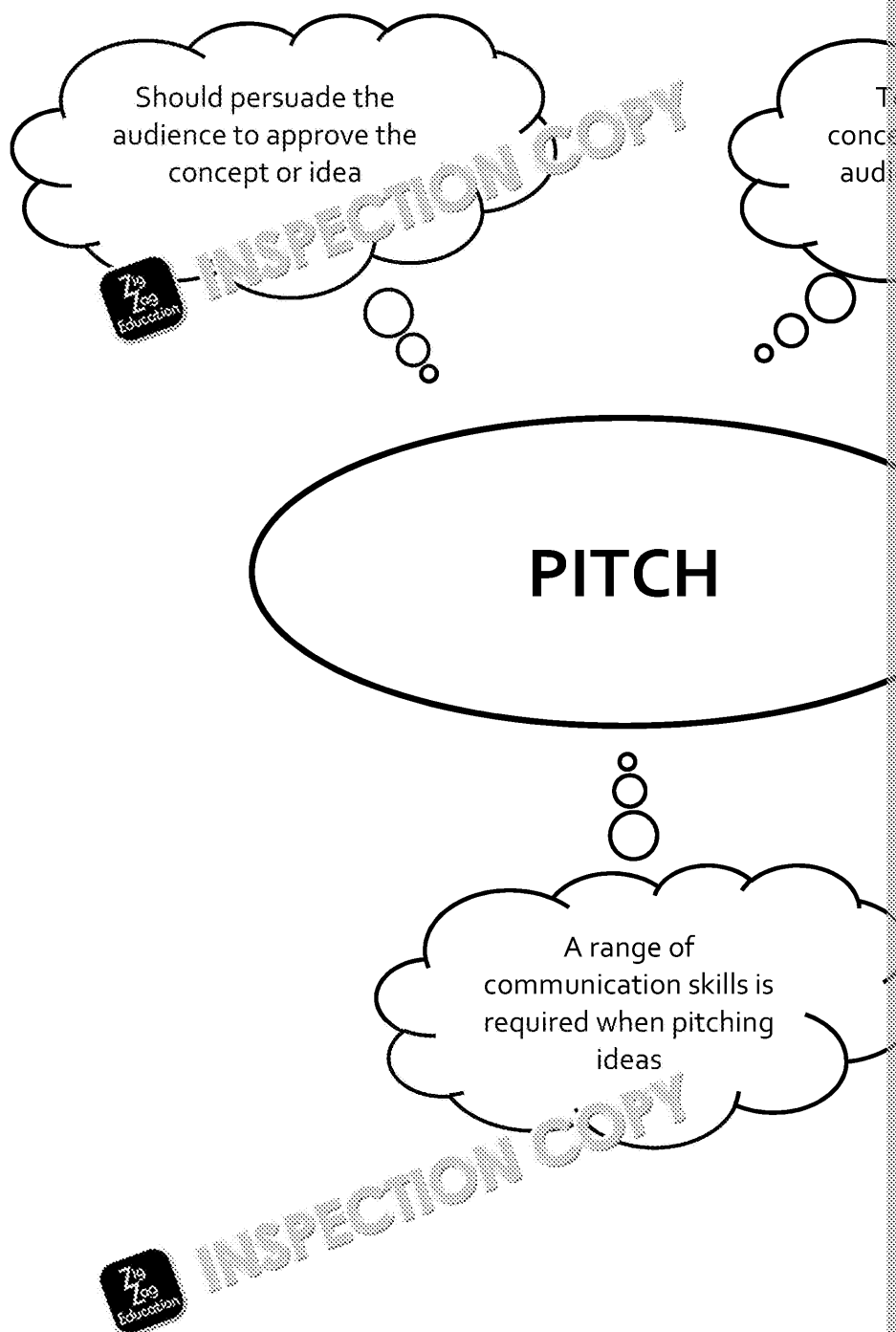
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The Purpose of a Pitch

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Learning Aim B, Task 1 Requirement 1

As you know, pitches are used in the media industry to persuade someone to work with you. Your communication skills and written skills are extremely important and can determine whether or not. The client will be looking at your communication skills (verbal, non-verbal).

- 1) Understand your idea and see its potential
- 2) Decide whether or not they want to work with you on this project

Tip: Be clear and succinct.

To begin with:

- Plan your pitch and keep a record of all your preparation materials (even if you throw it away just yet)
- Produce a proposal for the client (making sure it has correct spelling and grammar)
- Produce a presentation that is appropriate for the client (consider the client's age and interests)
- Use correct terminology within your presentation (make sure you are confident you know what words mean)

Next steps:

- Make sure you rehearse your pitch (with and without an audience) and get feedback
- Feedback is valuable – use it to readjust your pitch (if needed)

Final steps:

- Present your pitch to the client (your pitch should include all your plan and proposal)
- Remember to give a handout of the presentation slides to the client
- If you have any relevant handout materials that support your pitch and proposal

Feedback Comments:

Task Complete?

YES – I'm happy with my work

NO – needs improvement

Improvements Needed:

Date:

Details of Pitch Presentation:

Date:

Taking Place:

Time:


Length of Pitch:

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Assignment Scenario

Criteria covered	Assignment	Scenario
1B.1, 2B.P3 	Pitch ideas for a digital media product	<p>You will be working for a digital media product company that specialises in the following digital products: moving image, audio, digital web production and digital games.</p> <p>A representative has approached you at Zig Zag Media who has invited you to pitch one of the digital media products that their client is looking to produce a range of digital products to add to their portfolio and they will be very keen to work with your production company. Digi-Media have requested that you pitch your final idea to them based on the requirements of the brief and plan that you will need to 'sell' your ideas to them so that they can consider commissioning you.</p>

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Lesson Plan 9 – Formats and Communication Techniques for Pitching: Verbal



LESSON AIMS

Learners should:

- ✓ Take a proactive approach and will understand a range of verbal communication techniques

Keywords: *Formats, Pitching, Verbal, Live Presentation, Pre-recorded Voiced Slideshow, Clarity of Voice, Tone of Voice, Clarity of Language, Appropriate Register, Style, Persuasive Techniques*



STARTER

What am I? Learners are to cut out the cards in **Resource 9.1** and match them with the correct definitions. Learners are to do this as quickly as possible; the fastest wins. Check answers with learners; this can be done as a whole class, with one format and the learners telling you the correct answer, or you can split into groups.



MAIN

Split the class in half; one half of the class is given a verbal/non-verbal communication technique from **Resource 9.2** and the learners will need to act this out. The other half of the class is to guess the technique from the example. Learners will also need to be prepared to explain whether the example is a good example of verbal/non-verbal communication or a bad example of non-verbal communication. Learners will also need to give reasons for their answer, e.g. slouching – suggests a disinterest. Swap over; keep doing this until all the examples have been covered. Encourage more able students to suggest other examples.

Hand out **Resource 9.3** Verbal Communication Techniques Checklist.



EXPOSITION

Summarise the lesson. Use this as an opportunity to go over anything that was unclear. Hand out **Resource 9.4**.



PLENARY

Sticky head: Learners are to take a post-it note and secretly write down a verbal communication technique / non-verbal communication technique from the lesson. Gather the learners into one big circle or groups of smaller circles. Each learner is to place a sticky note onto that learner's forehead. The learner is to guess the technique by asking the other learners a 'yes' or 'no' question geared towards the technique. The next learner in the circle gets a chance to ask questions about the technique. The last learner in the circle gets a chance to ask questions about the technique.



EXTENSION OR HOMEWORK

- Learners to practise verbal and non-verbal communication skills.
- Learners to continue with their pitch planning, e.g. presentation planning. Learners should take responsibility for at least one part of the presentation. Learners should be asked questions individually on their presentation at the end of the lesson.


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Verbal Formats for Pitch

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Live Presentation	An activity in which someone shows, describes or explains something to a group of people, which isn't recorded beforehand.
 Pre-recorded Presentation	A digital audio file that is downloadable. Usually available as a series of episodes. New episodes can be automatically received by subscribers.
Podcast	An activity in which someone shows, describes or explains something to a group of people, which has been recorded in advance.
Voiced Slideshow	A presentation that includes a display of images or photographs and spoken words.

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Answers	
 Pre-recorded Presentation	An activity in which someone shows, describes or explains something to a group of people, which isn't recorded beforehand.
Podcast	A digital audio file that is downloadable. Usually available as a series of episodes. New episodes can be automatically received by subscribers.
Voiced Slideshow	A presentation that includes a display of images or photographs and spoken words.



Examples

Ways of Talking Example: Pauses	Ways of Talking Example: Stress on words	Ways of Talking Example: Echoing	Ways of Talking Example: Quick
Body Contact Example: Firm handshake	Body Contact Example: Handshake	Facial Expressions Example: Frown	Facial Expressions Example: Smile
Eye Movements Example: Wink	Eye Movements Example: Eyes darting about	Eye Movements Example: Looking towards the floor	Eye Movements Example: Looking directly at the audience
Gestures Example: Looking out of the window	Gestures Example: Looking at your watch frequently	Gestures Example: Nodding	Gestures Example: Clenched
Gestures Example: Tapping fingers	Gestures Example: Pinching bridge of nose, eyes closed	Gestures Example: Playing with hair	Gestures Example: Pulling at
Appearance Example: Smart	Appearance Example: Scruffy	Appearance Example: Clean	Appearance Example: Appropriate clothing
Posture Example: Folded arms	Posture Example: Slouching	Posture Example: Standing upright	Posture Example: Sat down with crossed legs
Closeness Example: Invading someone's personal space	Closeness Example: Far away	Closeness Example: Turned away	

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Verbal Communication Techniques and Definitions

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Task: Look through the verbal communication techniques and definitions for each technique.

Verbal Communication Technique	Definition
Clarity of Voice	Suggests how clearly you can be heard / how well you can be heard by the audience
Tone of Voice	Suggests the quality of your voice
Clarity of Expression	Suggests how clearly you express an emotion in order to make your thoughts/feelings clear to the audience
Technical Language	Specialist terminology/words that you know and have learned in your studies
Appropriate Register	Knowing how to address the audience. This relies on knowing your audience, i.e. you would address an audience of 5–6-year-olds completely differently to addressing an audience of 25–30-year-olds.
Style: Authoritative	A particular way in which you present/approach the pitch commanding, self-assured and confident
Style: Humorous	A particular way in which you present/approach the pitch causing laughter, entertaining and amusing
Style: Informative	A particular way in which you present/approach the pitch instructive, to the point, factual
Style: Motivational	A particular way in which you present/approach the pitch inspirational, motivated and enthusiastic
Persuasive Technique: Alliteration	Purpose of convincing someone to think, act or feel a certain way through emphasis on the occurrence of the same letter or sound at the beginning of adjacent or closely connected words
Persuasive Technique: Rhythm	Purpose of convincing someone to think, act or feel a certain way through emphasis on a strong, regular repeated pattern of sounds / flow of words.
Persuasive Technique: Repetition	Purpose of convincing someone to think, act or feel a certain way by repeating something you have already said
Persuasive Technique: Imperative Mode of Address	Purpose of convincing someone to think, act or feel a certain way by speaking to the audience in an authoritative/commanding tone

Task: Practice the verbal communication techniques. What will you say to your audience. You may want to make a checklist.

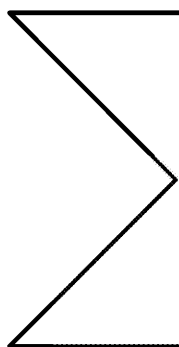
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Verbal/Non-Verbal Communication

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Non-verbal communication can:	Verbal
<ul style="list-style-type: none"> • Reinforce the message your words are saying (good) • Make the message stronger, e.g. pounding your fist into your open palm for emphasis (good) • Add to the meaning of your message (good) • Contradict the message your words are saying (bad) • Give you confidence and credibility (good) 	<ul style="list-style-type: none"> • Give you confidence • Keep you calm • Engage an audience • Disengage an audience • Suggest honesty (good)



Make sure words, their tone, the gestures you make, and facial expressions and body language you use are *relevant, consistent* and *supportive* of each other, i.e. give the same message.



Task: Can you think of anything else to add to 'non-verbal communication can'?

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Lesson Plan 10 – Formats and Communication Techniques for Pitching: Written



LESSON AIMS

Learners should:

- ✓ Understand written formats
- ✓ Take a proactive approach and practise a range of written formats

Keywords: *Written, Formal Proposals, Formal Letters, Reports, Forms, Presentation, Written Content*



STARTER

What am I? In groups, learners are to cut out the cards in **Resource 10.1**. Learners are to do this as quickly as possible; the first group to get the correct definition wins. Learners are to do this as quickly as possible; the first group to get the correct definition wins. Learners are to do this as quickly as possible; the first group to get the correct definition wins. Learners are to do this as quickly as possible; the first group to get the correct definition wins.



MAIN

Split the class into five groups. Assign each group either: formal proposals or written content within audiovisual presentations. Assign a representative from each group to the class. Learners are to note down as much as they know about their written format/structure/design, layout, content, etc. Learners may want to research examples of written communication that learners can use for reference (these can be easily found online). Learners are to compare and contrast their examples.

Hand out **Resource 10.2**. Learners are to work through the tasks in small groups. Learners are to work through the tasks in small groups. Learners are to work through the tasks in small groups. Learners are to work through the tasks in small groups.

Learners are to work on their proposals. Learners are to swap their proposals with another group. Learners are to swap their proposals with another group. Learners are to swap their proposals with another group. Learners are to swap their proposals with another group.

- Technical vocabulary used
- Persuasive techniques used
- Any spelling or grammatical errors

Learners may also want to use the written communication checklist (**Resource 10.3**). Learners are to use the written communication checklist (**Resource 10.3**). Learners are to use the written communication checklist (**Resource 10.3**). Learners are to use the written communication checklist (**Resource 10.3**).

You can also do this exercise with a 'made-up' formal proposal that you have written.



EXPOSITION

Summarise the lesson. Use this as an opportunity to go over anything the learners have not understood.



PLENARY

Learners are to take a post-it note and secretly write down an example of a written communication technique they have learnt during the lesson. Gather the learners into pairs. Each learner is to turn to the learner on his or her right and place the post-it note on their forehead. All learners will see the written format or written communication technique on their forehead except their own. Select a learner to start the game by asking the learner on their left a question geared towards helping the learner figure out the written format or written communication technique on their forehead. Learner is to keep asking questions until they receive a 'no' response. Learner is to keep asking questions until they receive a 'no' response. Learner is to keep asking questions until they receive a 'no' response.



EXTENSION OR HOMEWORK

- Learners to research good written formats and written communication techniques
- Learners to work on producing their own written proposal – to be completed in the next lesson

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Written Formats for Pitch

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Formal Proposal or Letter	A document with blank fields that contains information usually dictated by the user.
Form	A summary or outline; it is short and to the point.
Report	An official plan or suggestion that is put in writing by others, e.g. a business plan.
Treatment	The text visible on-screen within a presentation, which can help convey the presenters' key points to key points.
Written content within audiovisual presentations	A written account of something that has been done or done; it can be used to offer solutions.

Answers	
Formal Proposal or Letter	An official plan or suggestion that is put in writing by others, e.g. a business plan.
Form	A summary or outline; it is short and to the point.
Report	A written account of something that has been done or done; it can be used to offer solutions.
Treatment	The text visible on-screen within a presentation, which can help convey the presenters' key points to key points.
Written content within audiovisual presentations	A written account of something that has been done or done; it can be used to offer solutions.

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Written Communication Techniques and Definitions

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Task: Look through the written communication techniques and definitions for each technique.

Written Communication Technique	Definition
Vocabulary: Technical	Words or phrases that are specific to a field of study, e.g. Media
Vocabulary: Formal	Complex words or phrases that conform to standard written English and do not use a personal writing style. Usually in the third person.
Vocabulary: Informal	Simple words or phrases that read as though someone is chatting to the reader, making writing seem more friendly and natural. Usually in the first person.
Vocabulary: Acronyms	A word that is formed from the first letters of other words, e.g. ASAP (as soon as possible)
Vocabulary: Abbreviations	Words or phrases that have been shortened – e.g. (<i>exemplum gratia</i> / for example)
Structure	The arrangement of a piece of written work, e.g. beginning, middle and end
Grammar	Set of rules that explains how words/phrases are used in language
Spelling	The way a word is spelt, e.g. forming words with letters in a particular order
Punctuation	Marks and signs such as full stops, commas, etc. that are used to separate sentences to clarify meaning
Clarity of Expression	Suggests how clearly you express an emotion in order to make your thoughts/feelings clear to the audience
Persuasive Techniques: Alliteration	Purpose of convincing someone to think, act or feel a certain way through emphasis on the occurrence of the same letter or sound at the beginning of adjacent or closely connected words
Persuasive Techniques: Rhythm	Purpose of convincing someone to think, act or feel a certain way through emphasis on a strong, regular repeated pattern of sounds / flow of words
Persuasive Techniques: Repetition	Purpose of convincing someone to think, act or feel a certain way by repeating something you've already said
Mode of Address: Formal	Writing using proper English that avoids slang and uses complex sentence structures
Mode of Address: Informal	Writing directed to the audience that is relaxed and casual
Mode of Address: Colloquial	Writing as if in ordinary/familiar conversation, e.g. slang
Mode of Address: Authoritative	Writing with an air of power and control
Mode of Address: Directive	Writing with an authoritative/commanding tone
Style (Written)	The way in which one person's writing can differ to another person's that is tailored to different scenarios

Task: Practise the written communication techniques. What will you say to your audience. You may want to make a checklist.

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Lesson Plan 11 – Pitching: Communication Techniques



LESSON AIMS

Learners should:

- ✓ Understand a variety of verbal and written communication techniques
- ✓ Rehearse their pitches to gather feedback

Keywords: *Written Formats, Verbal Formats, Written Communication Techniques, Pitch, Rehearsal, Feedback*



STARTER

Bingo! Hand out **Resource 11.1a** Bingo Cards. Learners are to write communication techniques they have learnt from Lessons 9 and 10. The teacher is then to call out the techniques to check that they



MAIN

Learners are to work in their assignment group and will rehearse their pitches (another assignment group). It could be quite useful to record these pitches. The audience group will need to provide feedback individually; you can use **Form 11.1b**. Assignment groups to swap over. If there is enough time in the lesson, the learner is then to call out the techniques to check that they



EXPOSITION

Summarise the lesson and go over anything learners are unsure of. Remind learners that their pitches will be recorded and that they will be presenting their pitches in the next lesson. You may want to provide a checklist for their pitch. This consists of:

- Proposal
- Presentation materials
- Presentation with slides
- Written notes
- The audience they will be presenting to, i.e. peers, clients and

Remind learners that their pitches will be recorded and that they will be presenting their pitches in the next lesson.

Handout Pitches: order of running for the next lesson so that learners can rehearse their pitches.



PLENARY

Traffic Light Learners rate how ready they are for their pitches using a traffic light system. You can reuse the ones from Lesson 6 **Resource 6.5**. Those who are not 'ready' need to say why they aren't 'ready' and what they are going to do to be 'ready'. Those who are 'green' need to be prepared to justify why they are ready.



EXTENSION OR HOMEWORK

- Learners to finalise preparation for their pitches, making amendments

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Bingo Cards

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Glossary

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Appropriate Register	Knowing how to address the audience. This relies on you would address an audience of 5–6 6-year year-olds addressing an audience of 25–30 30-year year-olds.
Clarity of Expression	Suggests how clearly you express an emotion in or thoughts/feelings clear to the audience.
Clarity of Voice	Suggests how clearly you can be heard / how well audience.
Formal Proposals or Letters	An official plan or suggestion that is put in writing client.
Forms	A document that contains blank fields that can be usually filled in by the field name, e.g. Name.
Grammar	Rules that explains how words/phrases are used.
Live Presentation	An activity in which someone shows, describes, or group of people, which that isn't recorded beforehand.
Mode of Address: Authoritative	Writing with an air of power and control.
Mode of Address: Colloquial	Writing as if in an ordinary/familiar conversation, e.g.
Mode of Address: Formal	Writing using proper English that avoids slang and structures.
Mode of Address: Imperative	Writing with an authoritative/commanding tone.
Mode of Address: Informal	Writing directed to the audience that is relaxed and
Persuasive Technique: Alliteration	Purpose of convincing someone to think, act or feel on the occurrence of the same letter or sound at the closely connected words.
Persuasive Technique: Imperative Mode of Address	Purpose of convincing someone to think, act or feel audience in an authoritative/commanding tone.
Persuasive Technique: Repetition	Purpose of convincing someone to think, act or feel something you've already said.
Persuasive Technique: Rhythm	Purpose of convincing someone to think, act or feel on a strong, regular repeated pattern of sounds / feelings.
Podcast	A digital audio file that is downloadable. Usually a New episodes can be automatically received by subscribers.
Pre-recorded Presentation	An activity in which someone shows, describes, or group of people, which that has been recorded in advance.
Punctuation	Marks and signs such as full stops, commas, etc. the sentences to clarify meaning.
Reports	A written account of something that has been expected be used to offer solutions or findings out.
Spelling	The way a word is spelt, e.g. forming words with letters.
Structure	The arrangement of a piece of written work, e.g. by paragraphs.
Style (Written)	The way in which one person's writing can differ to different scenarios.

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Style: Authoritative	A particular way in which you present/approach the assured and confident.
Style: Humorous	A particular way in which you present/approach the entertaining and amusing.
Style: Informative	A particular way in which you present/approach the point, factual.
Style: Motivational	A particular way in which you present/approach the motivatesd and enthusiastic.
Technical Language	Specialist terminology/words that you know and h
Tone of Voice	Suggests the quality of your voice.
Treatments	A summary or outline, similar to a synopsis.
Vocabulary: Abbreviations	Words or phrases that have been shortened – e.g.
Vocabulary: Acronyms	Word that is formed from the first letters of other soon as possible).
Vocabulary: Formal	Complex words or phrases that confirm conform to doesn't use a personal writing style. Usually in the
Vocabulary: Informal	Words or phrases that read as though someone is writing seem more friendly and natural. Usually in
Vocabulary: Technical (Written)	Words or phrases that are specific to a field of stud
Voiced Slideshow	A presentation that includes a display of images o spoken words.
Written Content within Audio-visual Presentations	The text visible on-screen within a presentation th that can help convey the presentation message or

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Rehearsal Feedback Form

Group:

Strengths / What was good / What worked well:



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Suggested improvements / What didn't work so well:



Any further comments:

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Lesson Plan 12 – Assignment: Presenting your Pitch

Includes:



LESSON AIMS

Learners should:

- ✓ Understand the purpose of the pitch
- ✓ Use communication techniques to persuade the client

Keywords: *Verbal Communication, Clarity of Voice, Tone of Voice, Language, Appropriate Register, Style, Persuasive Techniques, Vocabulary, Structure, Grammar, Spelling, Punctuation, Persuasive Techniques, Methods of Address, Audience*



STARTER

Learners to prepare e.g. set up to present their pitches to the focus group.



MAIN

You will need a video recorder for this lesson. Learners to present their assignment feedback form that can be found towards the beginning of the



EXPOSITION

Congratulate everyone on presenting. Learners to identify what they think and also, if given the opportunity again, whether there is anything that they would like to improve. Hand out feedback forms; feedback forms can also be given next lesson. Learning Aim C Task 1.



PLENARY

Tweet a pitch: Learners to sum up each pitch in 140 characters.



EXTENSION OR HOMEWORK

- Learners to upload their pitches to their blog along with the observation comment on the observation they received.

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Lesson Plan 13 – Digital Media Sectors: Planning an Idea



LESSON AIMS

Learners should:

- ✓ Produce and plan an idea for a digital media product from one of the publishing, audio, web production, digital games
- ✓ Understand the importance of documenting from initial ideas to production to document their portfolios
- ✓ Learners will understand how to best organise their portfolios; learners ensure that they have covered everything required within the portfolio

Keywords: *Moving Image, Publishing, Audio, Web Production, Digital Games, Planning, Portfolio, Format, Planning Blog, Planning Document, Copy, Organisation, Planning Brief, Names, Contacts, Chronology of Meeting, Plans, Revisions, Decisions, Annotations*



STARTER

In **Activity 13.1**, put a range of questions around the classroom written on A4 paper. Questions are: *Why is planning important, what is a planning portfolio and why do we plan?* Learners place their answers in the envelopes. Envelopes are then distributed at random and learners give their responses and feed back their thoughts to the class.



MAIN

Write down the purpose of a planning portfolio on the board: *The planning portfolio documents the development from initial ideas to production.* You may want to come up with scenarios for learners to come up with scenarios (these can be 'what if' scenarios) where learners face a problem, e.g. if the production schedule has not been planned well, then when it comes to production the production team aren't sure what they are meant to be doing.

Hand out **Resource 13.1 Scenario** and **Resource 13.2 Task 1**.

This will be a computer session whereby learners will start work on their planning blogs. You will need to stress the importance of organisation within the planning process for learners to first either note down the following headings or save the headings in their planning blogs. **13.3 Planning Portfolio Checklist.** Learners should already have some of this information. As well as a planning blog, learners can also use some or all of the following:

- Log (form of a planning portfolio log book)
- Uploaded planning documentation, e.g. electronic file
- Hard-copy documents

Depending on the resources you have available, you may want to show learners examples of planning portfolios. An example: <http://akasprzyca.blogspot.co.uk/> is a planning portfolio documenting the development of an initial idea to final product. There are elements of the portfolio that learners can relate to, e.g. storyboards, testing, production schedules, character designs.



EXPOSITION

Summarise the task the learners have been set with. You may want to encourage learners to document their planning portfolio (without looking at the checklist). Learners should have the following evidence: observation records, planning log, hard-copy planning documents, upload planning, minutes of meetings.



PLENARY

Post-it notes: Learners each have two post-it notes; they write on one: one thing they have learned, the other: one question I have. Address the questions in the next lesson.



EXTENSION OR HOMEWORK

- Learners to continue working on their planning portfolios; learners may want to add names/contacts of the production crew.

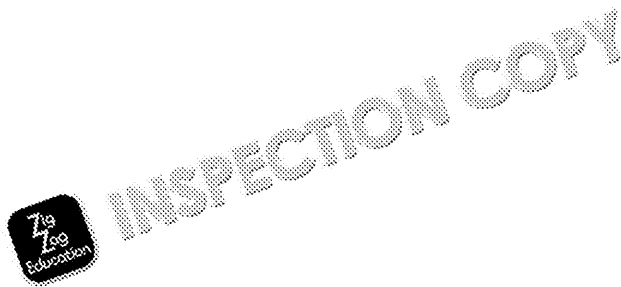
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Assignment Scenario

Congratulations! The client really enjoyed your pitch and has been persuaded to go ahead with production. Moving forward, you will need to produce a digital planning product and the necessary planning needed for production.



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Learning Aim C, Task 1 Requirement 1

Planning portfolios document the development of your initial idea all the way to the final product. They are used within the media industry and the most well-known formats for these are the storyboard, moodboard, pitch document or a log. The client wishes to see a planning portfolio for your project.

Tip: Remember that planning portfolios should be well organised.

What should I include in my planning portfolio?

The client will be looking for the following:

- Brief (proposal/treatment)
- Names/contacts (crew/actors)
- Chronology/dates (production schedule)
- Cost (budget)
- Minutes of meetings
- Contingency plans (alternative ideas)
- Decisions made
- Annotations and labelling of visual documents, e.g. sketches, scripts
- Hyperlinks
- Risk assessment (health and safety)
- Any other pre-production documents that are relevant

What should I do?

- Make sure your planning materials are clearly labelled to highlight to the client the key elements of your project.
- Any materials or documents produced as a team effort will need to be clearly labelled to inform the client that this is group work.

Make sure the planning portfolio can be easily accessed by others and is easy to update.

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Planning Portfolio Checklist

Brief (proposal/treatment)

Names/contacts (crew/actors)

Chronology/dates (production schedules)

Cost (budget)

Minutes of meetings

Contingency plan (alternative ideas)

Revised decisions

Annotation and labelling, e.g. shots, sketches, photos, scripts

Hyperlinks

Risk assessments for health and safety

Other pre-production documentation relating to the media sector chosen

Have I clearly labelled the planning materials to indicate it's my own work?

Have I clearly labelled the planning materials to indicate it's group work?

Is my planning portfolio user-friendly, e.g. easy to navigate?

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Lesson Plan 14–17 – Planning Portfolio by Sector: Digital Moving Image Production

Includes:



LESSON AIMS

Learners should:

- ✓ Understand what is required in a Digital Moving Image Product

Keywords: *Storyboards, Shot Lists, Lighting Test Shots, Prop, Cost Recce, Shooting Schedule, Script Drafting, Permissions, Assessment*



STARTER

Options for Starters that can be used for Lessons 14–17

- 1) Learners play a game of Forbidden Words! Cards **Resource 14.1** provide a series of three words learners cannot use to describe a picture. Learners then describe the key point on each card without using those words. This can be used as a whole-class activity.
- 2) In the envelope: Put a range of questions relating to moving image production in the classroom written on A4 envelopes. Ask learners to add a response to the questions and place their answer in the envelopes. Envelopes are then distributed to learners who discuss the responses and feed back their thoughts.
- 3) Yes or No: Give learners cards with a green tick / red cross (**Appendix 14.2**). For each question ask learners to raise their card to illustrate whether they agree or disagree. Get those displaying their green tick to explain it to those displaying a red cross.
- 4) How much do you know? Display a picture, term or phrase on the board. Learners write down as many things as possible about it in three minutes.



MAIN

The main part of the lesson will look at all the elements involved within moving image production. Please refer to the element, resource and activity list.

I would like to stress here that learners should be applying what they have learned in their portfolios, whether it be during the lesson or as set homework.

Element	Activity/Activities
Storyboards 	<ol style="list-style-type: none"> 1) What is a storyboard? Discuss with your learners what the term 'storyboard' means. This can be done as a mind map exercise with the opportunity for group work. 2) You will need Resource 14.2. Learners are to rearrange storyboard examples into a shot sequence. You may also encourage them to create their own. Learners to identify and discuss the key 'ingredients' in a storyboard. You may want to use this as an opportunity for research storyboards online. This can be done individually or in group work. Resource 14.3 is a checklist handout. 4) Resource 14.4 is a storyboard template that learners can use in their portfolio.

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Element	Activity/Activities
Shot Lists	<ol style="list-style-type: none"> 1) What is a shot list? Using Resource 14.5a, learners to identify what they think a shot list is and why it is used. Students need to match up the shot type with the description for identifying camera shots; the shot list example can be used as a discussion focus as to why they are used in production – task here could be for students to identify advantages for using shot lists. 2) Resource 14.5b is a shot list template that learners can use for their own planning. 3) Using any example of a short film/TV clip (between 20–30 seconds), learners are to identify the shot list used with the sequence shown. This can be done as a verbal or written exercise. 4) Resource 14.5c can be used as a quick activity to identify the types of shots.
Lighting Test Shots	<ol style="list-style-type: none"> 1) What are lighting test shots? You will need lighting equipment for this activity. Either yourself or select learners to demonstrate different lighting examples using Resource 14.7. Learners to identify the correct lighting example. 2) Discussion: Encourage learners to discuss the advantages/disadvantages of lighting test shots.
Prop/Costume/Make-up List	<ol style="list-style-type: none"> 1) Choose two different examples (ideally contrasting) of existing moving image production. These can be short sequences no longer than 30 seconds. Learners to identify and list a list of costumes, props and make-up used within the sequence. Allow for opportunity to discuss as a class. 2) Learners to identify the purpose of props/costumes and make-up within production and the usefulness of lists. It might be useful here to discuss continuity – watching clips from Movie Mistakes on BBC Three (iPlayer/YouTube) would be useful. 3) Resource 14.8 is a Prop/Costume/Make-up List Template that learners can use for their portfolios.
Location Scout Information	<ol style="list-style-type: none"> 1) Discuss with the learners what a location scout entails and ensure to cover the keyword 'recce'. 'Recce' definition: A term adopted in film-making to basically mean 'location scouting'. It's a step in pre-production whereby film-makers identify suitable locations to film and will conduct an assessment based on the suitability of the location. 2) Learners can use cameras for this activity. Split the learners into groups; using Resource 14.9, hand out a scenario to each group. Each group has 5 minutes to 'scout' potential locations around the school/college. They will then have to be prepared to discuss their potential locations (FOR/AGAINST) on their return to the classroom. They can use the photos they took as evidence to support their thoughts.
Shooting Schedules	<ol style="list-style-type: none"> 1) Learners to look at examples of shooting schedules. You may want to address the pros/cons of schedules and identify any issues that could potentially arise from planning a schedule. Emphasise a contingency plan. 2) Learners to adapt Resource 14.10 for their own planning portfolios; encourage learners to think about the 'what-ifs' scenarios, e.g. if filming outside, take into account weather. Learners to note these down and allow for them in their shooting schedules.

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Element	Activity/Activities
Script Drafting	<ol style="list-style-type: none"> 1) Learners to go to: http://www.bbc.co.uk/writersroom/write-script/ and watch the videos. You may want to pick out what videos the learners watch. 2) Learners to go to: http://www.bbc.co.uk/writersroom/send-script/formatting-your-script 3) Learners to look at examples of scripts. A useful link is http://www.dailyscript.com/ (you may want to pick out a few scripts in preparation for this activity). 4) Learners are to work in their assignment groups. Learners draft a script for their production portfolios. Learners are to verbally discuss the importance and usefulness of scripts. This can be done in groups or as a whole class.
Permissions for Filming	<ol style="list-style-type: none"> 1) You will need internet access for this activity. Learners to research what permissions are needed for filming. Use the following links as a point of discussion: http://www.virtualstudio.tv/blog/post/98-how-to-get-permission-to-film-in-a-public-place and http://filmlondon.org.uk/filming_in_london/planning_your_permissions_and_boroughs 2) Learners are to come up with a permissions form template which they can adapt to suit each of the permissions they need to request.
Personnel Required	<ol style="list-style-type: none"> 1) Choose two or three moving image productions and look at the end credits. Learners are to compare and identify the types of personnel required in a moving image production. This may lead into a discussion about the roles and responsibilities of each type of personnel. Learners to use Resource 14.11 to start thinking about the personnel required for their own production portfolio.
Equipment Booking	<ol style="list-style-type: none"> 1) Learners to devise a timetable as to when they will require equipment (this will tie into their shooting schedules). You may want to address implications of booking equipment, importance of time management, etc. Distribute a class list with booking times. 2) Resource 14.12 is an equipment-booking template that learners can use for their portfolios.
Safety (Risk Assessment)	<ol style="list-style-type: none"> 1) In groups, learners are to be given the scenarios in Resource 14.13. Learners to feed back to class the associated safety issues/risks. 2) Learners to identify the risks associated with a moving image production; this can be done as a class or group discussion. 3) Resource 14.14 is a Risk Assessment Template that learners can use for their portfolios.



EXPOSITION

Go on to discuss the key elements covered in the lesson, reminding learners what they have produced.

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PLENARY

Options for Starters that can be used for Lessons 14–17

- 1) **Left Hand or Right Hand.** Learners rate their understanding of the topic on their left or right hand (confident). Those who have raised their right hand are confident about the topic; those who raise their left hand need to be prepared to answer the following questions:
 - Digital media products
 - Understanding the requirements of the brief
 - Generating ideas
 - Planning issues
 - The purpose of the pitch
 - Formats for pitching
 - Communication techniques when pitching
 - Digital media products
 - Planning portfolio
- 2) **Planning portfolio by sector – moving image production**
- 3) **Card Sort:** Give learners a range of key points; ask them to arrange them in order of *answering, not so sure and really not comfortable answering*. Let them discuss in group.
- 4) **Teach the Teacher:** Ask learners to teach you last lesson's content. If a novice (alternatively, if a student has been away, ask the class to teach you) until they explain all the key points perfectly.
- 5) **Post-it Notes:** Learners each have two post-it notes; they write one question on the first, and on the other: one question I have. Address the questions.



EXTENSION OR HOMEWORK

Learners to continue working on their planning portfolios. You may want to have meetings with learners to make sure learners individually understand the requirements.

- The assessment requirements
- What evidence they need to produce
- How to manage their time to meet deadlines

Please note: in accordance with BTEC guidelines you must not provide evidence produced by the learner before it is submitted for assessment.

For further guidance, please refer to:

http://www.edexcel.com/btec/Documents/Guide_to_Internal_Assessment.pdf



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Forbidden Words! Cards Moving Image P

STORYBOARD Sequence Template Graphics	COS
PROP LIST Object Scene List	LIGHT
SHOOTING SCHEDULE Shooting Timetable Plan	PE
RECCE Scouting Location Filming	PE
SCRIPT DRAFT Production Context Dialogue	S
RISK ASSESSMENT Evaluating Identifying	EQUIP E A

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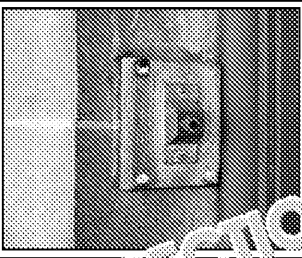
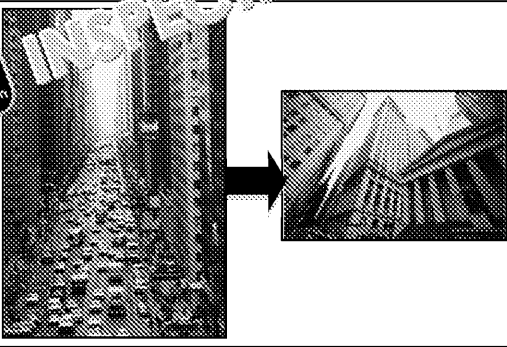





Storyboard Match-Up

The sequence is:

1 2 3 4 5

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A		Shot Type/Fr Length: 5 sec Angle: Low Transition: Fa Audio: Ambie
B		Shot Type/Fr Length: 5-7 s Angle: High Transition: Fa Audio: Ambie
C		Shot Type: M Length: 10 se Angle: Low Transition: Fa Audio: Sound
D		Shot Type/Fr Length: 7-10 Angle: None Transition: C Audio: Ambie
E		Shot Type/Fr Length: 7-10 Angle: None Transition: C Audio: Ambie

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Answers: 1: C, 2: B, 3: E, 4: A, 5: D

Storyboard Checklist

Shot Type (*CU, ECU, LS, MCU, MLS, MS, OSS, POV, overhead, low angle, panning, tilting, tracking, slow motion, speed, zoom in, zoom out, handheld, crane*)

Framing

Drawing/Illustration

Length of Shot

Shot Length

Transition Type (*continuity, cuts, fades, pace, rhythm*)

Audio (Diagetic, Non-diagetic) (*incidental music, bridges, aural mix, jingle, voiceover, sound effects, dialogue, levels, perspective*)

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Storyboard Template

Shot Type:	Shot Type:
Framing:	Framing:
Length:	Length:
Angle:	Angle:
Transition:	Transition:
Audio (<i>diagetic, non-diagetic</i>):	Audio (<i>diagetic, non-diagetic</i>):

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Shot Type:	Shot Type:
Framing:	Framing:
Length:	Length:
Angle:	Angle:
Transition:	Transition:
Audio (<i>diagetic, non-diagetic</i>):	Audio (<i>diagetic, non-diagetic</i>):

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Example of a Shot List

Shot #	Shot Type	Length
1	MS	
2	ELS	
3	MS	
4	CU	

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Shot List Template

[illegible]

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Guess the Shot Name

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

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

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Lighting Test Shots Example C

Lighting	Definition
<i>Contrast</i>	The separation between the darkest and the lightest image to create shadows and highlights
<i>Brightness</i>	Making an image lighter or darker
<i>Filters</i>	Used to produce certain colours or effects
<i>Saturation</i>	The intensity of a specific colour range
<i>De-saturation</i>	Removing/limiting the intensity of a colour to appear duller or more grey
<i>Tones</i>	Refers to the lightness or darkness of a colour
<i>Backlit</i>	Heavily lit from behind the subject
<i>Practical lighting</i>	Provides additional highlights and shadows
<i>Shade</i>	Screen from direct light
<i>Under lighting</i>	Lighting the subject from below, with the light pointing upwards
<i>Overhead lighting</i>	Lighting the subject from above, with the light pointing downwards
<i>Side lighting</i>	Light that falls onto the subject from the side
<i>Fill</i>	Soft lighting that softens shadows
<i>High-key lighting</i>	Lighting that creates low contrast. Lighting that is used to suggest an optimistic mood
<i>Low-key lighting</i>	Illuminates parts of the subject to create a range of light and dark areas. Lighting that is used to suggest a dramatic or alienation mood
<i>Shadows</i>	A dark area produced by a physical object blocking light and a surface
<i>Silhouette</i>	An object that can be seen as a dark shape against a light background
<i>Functional lighting</i>	Lighting used for everyday purposes, such as in a room

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Prop/Costume/Make-Up List

Costume(s) needed	Make-up needed	(s) needed

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Recce Scenarios

Recce Scenario 1) *Talking on the*

Recce Scenario 2) *Eating a meal*

Recce Scenario 3) *Giving a present*

Recce Scenario 4) *Driving a car*



Recce Scenario 5) *Conversation*

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Shooting Schedule Template

Production Schedule		
Time(ings) e.g. 08:00–09:00 <i>Remember to include breaks</i>	Brief Description of Activity to be Done	List of Contributors Needed
		
		

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	Total Duration of Day's	

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Personnel Template – Moving Image Pro

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Personnel List		
Name	Contact details	



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Equipment Booking Form

Name:	
Phone number:	
Email:	
Date form received:	
Loan period:	From ____/____/____ to ____/____/____

Equipment	Equipment ID	Sign on card

I have completed a risk assessment, which has been signed by me.	
Signed:	
Date:	

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Health and Safety Scenario

Health and Safety Scenario 1)	Lights in studio
-----	-----
Health and Safety Scenario 2)	Lifting heavy equipment
-----	-----
Health and Safety Scenario 3)	Slippery surface
-----	-----
Health and Safety Scenario 4)	Trip hazards / clutter
-----	-----
Health and Safety Scenario 5)	Working in confined spaces

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Risk Assessment Template

Name:	
Location of Filming:	
Dates of Filming:	
Date of Assessment:	

Hazard	Severity of Risk (H, M, L)	Likelihood of Injury or Damage (H, M, L)

Signed: _____

Date: _____

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Lesson Plan 14–17 – Planning Portfolio by Sector: Digital Publishing



LESSON AIMS

Learners should:

- ✓ Understand what is required in a digital publishing product

Keywords: *Screenshots, Asset Sources, Test Shots, Prop, Costume, Formats, Text, Image, Alignment, Mock-ups*



STARTER

Options for Starters that can be used for Lessons 14–17

- 1) Learners play a game of Forbidden Words! Cards **Resource 14.1** are used to create a series of three words learners cannot use to describe a product. Learners then describe the key point on each card without using those words. This can be used as a whole-class activity.
- 2) In the envelope: Put a range of questions relating to digital publishing on A4 envelopes. Ask learners to add a response to a question and place the answer in the envelopes. Envelopes are then distributed at random. Learners discuss the responses and feed back their thoughts to the class.
- 3) Yes or No: Give learners cards with a green tick / red cross (A4). For each question ask learners to raise their card to illustrate their answer. Get those displaying their green tick to explain it to those displaying a red cross.
- 4) How much do you know? Display a picture, term or phrase on the board. Learners write down as many things as possible about it in three minutes.



MAIN

The main part of the lesson will look at all the elements involved with digital publishing. Please refer to the element, resource and activity table below.

Element	Activity/Activities
Asset Sources	Learners to make a wish list of images they will need for their product. They will need to discuss in their assignment groups how they are going to source these images, e.g. look online and find copyright-free images or create own image.
Test Shots	Learners to take a range of test shots for their DVD/Video. Learners to annotate their test shots and compare them with the class.
Prop/Costume List	<ol style="list-style-type: none"> 1) Choose two different examples (ideally contrasting) of existing digital publishing products. Learners to identify and list a list of costumes and props used in their sequence. Allow for opportunity to discuss with the class. 2) Learners to identify the purpose of props and costumes within production and the usefulness of lists. 3) Resource 14.2 is a Prop/Costume List Template that learners can use for their portfolios.
Shot List	<ol style="list-style-type: none"> 1) What is a shot list? Using Resource 14.3, learners to discuss what they think a shot list is and why it is important. 2) Using any examples of digital publishing products, learners are to identify the shots used. This can be done as a verbal or written exercise. 3) Resource 14.4 can be used as a quick activity to identify different shots.



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Element	Activity/Activities
Styles, Templates and Formats	1) Learners will need a variety of DVD covers to look at, particularly in the same genre of the client brief as a range of DVD covers to look at the conventions. You will need Resource 14.5 for this exercise.
Screenshots	Learners to screenshot their DVD cover progress at different stages in pre-production, e.g. testing different font styles.
Page Mock Ups	1) Learners to do a mock-up of their DVD cover. First hand-drawn and annotated, learners can then use a template in Resource 14.6 using software such as Photoshop, etc. 2) Learners to swap DVD covers and offer feedback on the design as a group or as a whole-class exercise. Learners need to identify the measurements of a DVD cover.



EXPOSITION

Go over the key elements covered in the lesson, reminding learners with



PLENARY

Options for Starters that can be used for Lessons 14–17

- 1) **Left Hand or Right Hand:** Learners rate their understanding of the topic on their left or right hand (confident). Those who have raised their right hand are confident; those who raise their left hand need to be prepared to ask questions.
 - Digital media products
 - Understanding the requirements of the brief
 - Generating ideas
 - Planning issues
 - The purpose of the pitch
 - Formats for pitching
 - Communication techniques when pitching
 - Digital media sectors
 - Planning portfolio
 - Planning portfolio by sector – digital publishing
- 2) **Card Sort:** Give learners a range of key points; ask them to arrange them from *not so sure* and *really not comfortable answering*. Learners can discuss their cards.
- 3) **Teach the Teacher:** Ask learners to teach you last lesson's content. If a learner is a novice (alternatively, if a student has been away, ask the class to teach the novice questions until they explain all the key points perfectly.
- 4) **Post-it notes:** Learners each have two post-it notes; they write one question on the front and on the other: the question I have. Address the questions, encourage discussion.



EXTENSION HOMEWORK

Learners to continue working on their planning portfolios. You may want to discuss with learners to make sure learners individually understand:

- The assessment requirements
- What evidence they need to produce
- How to manage their time to meet deadlines

Please note: in accordance with BTEC guidelines you must not provide support or evidence produced by the learner before it is submitted for assessment.

For further guidance, please refer to:

http://www.edexcel.com/btec/Documents/Guide_to_Internal_Assessment.pdf

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Forbidden Words! Cards Digital Product

<div>SCREENSHOT</div> <div>Capture Image Record</div>	<div>ASSIGNMENT</div> <div>Task Project Work</div>
<div>TEST SHOT</div> <div>Practice Try Experiment</div>	<div>PROOF</div> <div>Sample Preview Draft</div>
<div>COSTUME LIST</div> <div>Outfit Character Dress</div>	<div>SKETCH</div> <div>Design Drawing Illustration</div>
<div>STYLES</div> <div>Appearance Distinctive Design</div>	<div>TEMPLATE</div> <div>Layout Design Format</div>
<div>FONT SIZE</div> <div>Typeface Design Dimension</div>	<div>ALIGNMENT</div> <div>Align Arrange Animate</div>
<div>MOCKUP</div> <div>Replica Demonstration Guide</div>	<div>SHOWCASE</div> <div>Display Illustration</div>

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Costume/Make-Up/Prop List

Costume(s) needed	Make-up needed	Prop(s) needed

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Example of a Shot List

Shot #	Shot Type	
1	LS	
2	LS	
3	CU	



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Guess the Shot Name

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

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

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Styles, Templates and Formats Analysis



Styles	
Colours	
Font Size	
Font Types	
Hierarchy of Type	
Text Alignment	
Image Alignment	
Text Wrap	
Layout	
Compositional Grids	
Rule of Thirds	
Juxtaposition	
Asymmetrical Composition	
Balance	
Integration of Text with Image	
Focus	

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DVD Cover Template

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Lesson Plan 14–17 – Planning Portfolio by Sector: Digital Audio Production



LESSON AIMS

Learners should:

- ✓ Understand what is required in a Digital Audio Production

Keywords: *Dialogue, Sound Script, Equipment List, Sound Logs, Sound Checks, Interior, Exterior, Recording Levels, Co*



STARTER

Options for Starters that can be used for Lessons 14–17

- 1) Learners to play a game of Forbidden Words! Cards **Resource 14.6** (Cards) and a series of three words learners cannot use to describe a picture. Learners to describe the key point on each card without using those words. This can be done as a whole-class activity.
- 2) In the envelope: Put a range of questions relating to digital audio production on A4 envelopes. Ask learners to add a response to each question and place their answer in the envelopes. Envelopes are then distributed to other learners who discuss the responses and feed back their thoughts.
- 3) Yes or No: Give learners cards with a green tick / red cross (Appendix 14.1). For each question ask learners to raise their card to illustrate their response. Get those displaying their green tick to explain it to those displaying a red cross.
- 4) How much do you know? Display a picture, term or phrase on the board. Learners to write down as many things as possible about it in three minutes.



MAIN

The main part of the lesson will look at all the elements involved with digital audio production. Please refer to the element, resource and activity table below.

Element	Activity/Activities
Dialogue/Sound Script	<ol style="list-style-type: none"> 1) Learners to go to: http://www2c.cdc.gov/podcasts/AudioScriptWritingTips/ and http://www.online-communicator.com/writingtips/. Learners to look at the top tips guide. 2) Learners to look at examples of scripts. A useful example is http://computing.unn.ac.uk/staff/cgpv1/cm533/files/sound%20script%20examnl%20script.pdf (learners may also find examples by searching online to compare styles). 3) Learners to work in their assignment groups and create their own script. Learners to use the template in Resource 14.7 (Script Template) to organise the information in Resource 14.7 (Script Template) and Resource 14.8 (Templates) under Audio Type. Learners to verbally discuss the importance and usefulness of each element. This can be done in groups or as a whole class.
Equipment List	Learners to make a list of the equipment they will need to produce their audio. They need the equipment.
Sound Logs	Learners will need voice-recording equipment. Learners to practise sound logs. You may give the learners a script to record. They would need to record and log. Resource 14.3 (Sound Log Template) is a template that can be used for this exercise and can be used by learners when they work on their own sound logs.

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Element	Activity/Activities
Timing Plans	<ol style="list-style-type: none"> 1) Learners to look at examples of timing plans. You may want to address the pros/cons of timing plans and identify any issues that could potentially arise from planning, e.g. contingencies. 2) Learners to adapt Resource 14.4 for their own portfolios; encourage learners to think about the scenarios, e.g. not working to the timing plan. Learners to note these down and allow for them in their show schedules.
Recording Schedule	<ol style="list-style-type: none"> 1) Learners to look at examples of recording schedules. You may want to address the pros/cons of schedules and identify any issues that could potentially arise from planning, e.g. emphasise a contingency plan. 2) Learners to adapt Resource 14.5 for their own portfolios; encourage learners to think about the scenarios, e.g. over-running. Learners to note these down and allow for them in their recording schedules.
Sound Checks / Setting of Recording Levels	<ol style="list-style-type: none"> 1) Give learners a list of locations to conduct sound checks / setting recording levels in. Learners to make notes of findings; learners to then report back to the class. 2) Learners to discuss the importance and advantages of sound checks / setting recording levels. You may want to use scenarios whereby inadequate sound checks / setting of recording levels resulted in issues such as delays, unforeseen problems.
Copyright Clearances	<ol style="list-style-type: none"> 1) Learners to look at http://www.ipa.gov.uk/types/. Discuss with the learners the sources that would require copyright clearances. 2) Learners to discuss what copyright is, what it is used for and how it is useful. 3) Learners to use the clearances checklist (Resource 14.6) for their portfolios.
Health and Safety (Risk Assessment)	<ol style="list-style-type: none"> 1) In groups, learners to be given scenarios set out in Resource 14.7. Learners to feed back to the class. 2) Discussion regarding the importance of health and safety and carrying out risk assessments. Identify the risks in a digital audio production. 3) Resource 14.8 is a Risk Assessment Template that learners can use for their portfolio.

(E) EXPOSITION

Go over the key elements covered in the lesson, reminding learners of the importance of planning for a digital audio production.

(P) PLENARY

Options for assessment that can be used for Lessons 14–17

Left Hand or Right Hand: Learners rate their understanding of the topic as left hand (not confident) or right hand (confident). Those who have raised their right hand need to be prepared to ask questions; those who raise their left hand need to be prepared to ask questions.

- Digital media products
- Understanding the requirements of the brief
- Generating ideas
- Planning issues
- The purpose of the pitch
- Formats for pitching

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- Communication techniques when pitching
- Digital media sectors
- Planning portfolio
- Planning portfolio by sector: digital audio production

- 2) **Card Sort:** Give learners a range of key points; ask them to arrange them in order of *answering, not so sure and really not comfortable answering*. Learners discuss in group.
- 3) **Teach the Teacher:** Ask learners to teach you last lesson's content to a novice (alternatively, if a student has been away, ask the class to teach a peer questions until they explain all the key points perfectly).
- 4) **Post-it Notes:** Learners each have to write down key points from the lesson on one post-it note; they write down questions they have on the other; on the other: one question to have. Address the questions and answer.



VS. FOR HOMEWORK

Learners to continue working on their planning portfolios. You may want to have meetings with learners to make sure learners individually understand:

- The assessment requirements
- What evidence they need to produce
- How to manage their time to meet deadlines

Please note: in accordance with BTEC guidelines you must not provide evidence produced by the learner before it is submitted for assessment.

For further guidance, please refer to:

http://www.edexcel.com/btec/Documents/Guide_to_Internal_Assessment.pdf



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Forbidden Words! Cards A

<p>DIALOGUE Spoken Script Order</p>	<p>SO R</p>
<p>EQUIPMENT LIST Detailed For or Report</p>	<p>TIM T E</p>
<p>RECORDING SCHEDULE Plan Timetable Time</p>	<p>SO C</p>
<p>RECORDING LEVELS Pitch Distortion Testing</p>	<p>CO N D</p>
<p>SOUND SCRIPT Vibrations Written Plan</p>	<p>SOU A Post</p>
<p>RISK ASSESSMENT Evaluation Identifying</p>	<p>PER A</p>

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Breaking Down the Script

Audio Type	File Reference	Narration

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Sound Log Template

Date:	
Production Team:	
Location:	
Comments:	

Timecode	Take	Duration	Description

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Timing Plan

Date:

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Day/Hour	Activity
06:00	
07:00	
08:00	
09:00	
10:00	
11:00	
12:00	
13:00	
14:00	
15:00	
16:00	
17:00	
18:00	
19:00	
20:00	
21:00	
22:00	
23:00	
00:00	

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Recording Schedule

Recording Schedule		
Times	Brief Description of Activity to be Done	List of Contributors Needed

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Clearances Checklist

Script clearance (*Is your script original?*)

Music Clearance / Song (*Is your jingle original? Do you have licences to perform it?*)

Content clearance (*Do you have permission to use any sourced audio clips or images?*)

Task:  Identify any other copyright clearances you will need?

Task: Provide evidence of copyright clearances, e.g. permission, copyright clearance, etc.

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Recce Scenarios

Recce Scenario 1) *Talking on the phone*

Recce Scenario 2) *Eating a meal*

Recce Scenario 3) *Giving a presentation*

Recce Scenario 4) *Driving a car*

Recce Scenario 5) *Conversation (e.g. in a shop)*

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Risk Assessment Template

Name:	
Location of Filming:	
Dates of Filming:	
Date of Assessment:	

Hazard	Severity of Risk (H, M, L)	Likelihood of Injury or Damage (H, M, L)	Person (who responsible)

Signed:

Date:

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Lesson Plan 14–17 – Planning Portfolio by Sector: Web Production



LESSON AIMS

Learners should:

- ✓ Understand what is required in a web production

Keywords: *Screenshots, Templates, Formats, Colours, Tests, Font Alignment, Mock-up, Site Map, Sourced Assets, Risk Assessment*



STARTER

Options for Starters that can be used in Lessons 14–17

- 1) Learners to play a game of Forbidden Words! Cards **Resource 14.1** provide a starting point and a series of 10 words learners cannot use to describe their chosen key point on each card without using those words. A whole-class activity.



In the envelope: Put a range of questions relating to web production written on A4 envelopes. Ask learners to add a response to a question and answer in the envelopes. Envelopes are then distributed at random to discuss the responses and feed back their thoughts to the class.

- 3) Yes or No: Give learners cards with a green tick / red cross (Appendix 14.1). For each question ask learners to raise their card to illustrate their response. Get those displaying their green tick to explain it to those displaying a red cross.
- 4) How much do you know? Display a picture, term or phrase on a card and ask learners to write down as many things as possible about it in three minutes.



MAIN

The main part of the lesson will look at all the elements involved with web production. Please refer to the element, resource and activity table below.

Element	Activity/Activities
Screenshots	Learners to screenshot their web production project at different stages in pre-production, e.g. testing different font styles.
Templates and Formats / Colours / Font Size Tests / Font Types Tests / Text and Image Alignment	<ol style="list-style-type: none"> 1) Learners will need a variety of websites to look at, particularly in the same genre of websites as their brief. You will need Resource 14.2 for this exercise. 2) Learners to carry out a comparing exercise on colour, font sizes, font types for their own website.
Mock-up of Page Layouts	<ol style="list-style-type: none"> 1) Learners to create a mock-up of their website design, drawn and annotated, then using software to create a digital version. Learners to swap website designs and offer feedback. This can be done as a group or as a whole-class exercise.
Site Map	<ol style="list-style-type: none"> 1) Learners to look at site maps from various examples; learners to discuss what they are used for and what uses are, etc. 2) Learners to create a site map for their own portfolio.
Sourced Assets	Learners to make a wish list of images they will need to discuss in their assignment groups going to source these images, e.g. look online for copyright-free images or create own image. Learners to look at examples of confirmation of ownership.

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Health and Safety (Risk Assessment)	<ol style="list-style-type: none"> 1) In groups, learners to be given scenarios see Resource 14.3. Learners to feed back to the class. 2) Discussion regarding the importance of health and safety and carrying out risk assessments. Look at the risks involved in a web production. 3) Resource 14.4 is a Risk Assessment Template that learners can use for their portfolio.
-------------------------------------	--

(E) EXPOSITION

Go over the key elements covered in the lesson, reminding learners of the key points.

PLENARY

(P) Options for Starters that can be used for Lessons 14–17

- 1) **Left Hand or Right Hand:** Learners rate their understanding of the topic on a scale of 1 (not confident) to 5 (confident). Those who have raised their right hand (confident) need to be prepared to answer a question; those who raise their left hand need to be prepared to ask a question.
 - Digital media products
 - Understanding the requirements of the brief
 - Generating ideas
 - Planning issues
 - The purpose of the pitch
 - Formats for pitching
 - Communication techniques when pitching
 - Digital media sectors
 - Planning portfolio
 - Planning portfolio by sector – web production
- 2) **Card Sort:** Give learners a range of key points; ask them to arrange them in order of importance. Cards could be: *answering, not so sure and really not comfortable answering*. Learners to discuss in groups.
- 3) **Teach the Teacher:** Ask learners to teach you last lesson's content. If a learner is a novice (alternatively, if a student has been away, ask the class to teach the novice questions until they explain all the key points perfectly).
- 4) **Post-it Notes:** Learners each have two post-it notes; they write one question on the first, and on the other: one question I have. Address the questions and provide answers.



EXTENSION OR HOMEWORK

Learners to continue working on their planning portfolios. You may want to have meetings with learners to make sure they understand:

- The assessment requirements
- What they need to produce
- How to manage their time to meet deadlines

Please note: in accordance with BTEC guidelines you must not provide evidence produced by the learner before it is submitted for assessment.

For further guidance, please refer to:

http://www.edexcel.com/btec/Documents/Guide_to_Internal_Assessment.pdf

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Forbidden Words! Cards Web Product

<p>SCREENSHOT Capture Image Record</p>	<p>TI E</p>
<p>FORMAT Arranged Style Layout</p>	<p>FONT T D</p>
<p>FONT STYLE TESTS Family Design Description</p>	<p>A A A</p>
<p>MOCK-UP Replica Demonstration Guide</p>	<p>S A</p>
<p>ASSET SOURCE Item Valuable Ownership</p>	<p>C B</p>
<p>RISK ASSESSMENT Evaluation Identifying</p>	<p>NA M E S</p>

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Website Conventions

Styles	
Colours	
Font Size	
Font Types	
Hierarchy of Type	
Text Alignment	
Image Alignment	
Text Wrap	
Layout	
Compositional Grids	
Rule of Thirds	
Juxtaposition	
Asymmetrical Composition	
Balance	
Integration of Text with Image	
Focus	
Graphs / Illustrations Used	
Video Content	
Hyperlinks	
Navigation Bar	
Social Media Links	

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Health and Safety Scenarios

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Health and Safety Scenario 1) *Lights in studio*

Health and Safety Scenario 2) *Lifting heavy*

Health and Safety Scenario 3) *Slippery surface*

Health and Safety Scenario 4) *Trip hazards*

Health and Safety Scenario 5) *Working in cold*



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Risk Assessment Template

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Name:	
Location of Filming:	
Dates of Filming:	
Date of Assessment:	

Hazard	Severity of Risk (H, M, L)	Likelihood of Injury or Damage (H, M, L)	Person(s) at Risk (wh)

Signed:..... Date:.....

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Lesson Plan 14–17 – Planning Portfolio by Sector: Digital Games Production



LESSON AIMS

Learners should:

- ✓ Understand what is required in a digital games production

Keywords: *Game Outline, Character Outline, Avatar Outline, Plans/Sketches, Annotations, Written Storylines, Visual Storylines, Assessment*



STARTER

Options for Starter activities can be used for Lessons 14–17



- 1) **Forbidden Words!** Learners to play a game of Forbidden Words! Cards Resource 14.1 point and a series of three words learners cannot use to describe a picture. Then describe the key point on each card without using those words. This can be used as a whole-class activity.
- 2) **In the envelope:** Put a range of questions relating to digital games production in the classroom written on A4 envelopes. Ask learners to add a response to each question, placing their answer in the envelopes. Envelopes are then distributed to learners who discuss the responses and feed back their thoughts.
- 3) **Yes or No:** Give learners cards with a green tick / red cross (Resource 14.2). For each question ask learners to raise their card to illustrate their answer. Get those displaying their green tick to explain it to those displaying a red cross.
- 4) **How much do you know?** Display a picture, term or phrase on the board. Learners to write down as many things as possible about it in three minutes.



MAIN

The main part of the lesson will look at all the elements involved with digital games production. Please refer to the element, resource and activity table below.

Element	Activity/Activities
Game Outline	<ol style="list-style-type: none"> 1) Learners to look at examples of game outline (Resource 14.3). A simple game outline template (Resource 14.4) can be used as reference; learners can adapt to suit their own productions. 2) Learners to work in groups and will need to look at examples of game apps of their choice and will need to draw up a simple outline. Learners to feed back to the rest of the class.
Character/Avatar Outline	<ol style="list-style-type: none"> 1) Learners to look at example of characters and avatars in digital games. Learners to compare and contrast their own ideas with the class. 2) Learners to use Resource 14.3 Character/Avatar Outline template to use for their own planning portfolio.
Plans/Sketches	<ol style="list-style-type: none"> 1) Learners to make a checklist of all the plans/sketches they will need for their planning portfolios. 2) Learners to identify the need for plans/sketches in their production i.e. makes the production process a lot easier / more straightforward.
Written or Visual Storylines	<ol style="list-style-type: none"> 1) Learners to outline the narrative of their production piece. 2) Learners to take their idea and adapt it to each narrative structure.

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Element	Activity/Activities
Assets	Learners to make a wish list of images/text, etc. they need. They will need to discuss in their assignment how they are going to source these, e.g. look online for copyright-free images or create own image. Learners to look at examples of confirmation of ownership.
Scripts	Learners to go to: http://www.stormthecastle.com/game-design/writing-a-video-game-script.htm and http://mashable.com/2013/12/24/video-game-writing Learners may also want to carry out their own research and find examples of digital game scripts. This might lead to a discussion on the similarities/differences between a traditional moving image script. Learners are to verbally discuss the importance and usefulness of a script. This can be done in groups or as a whole class.
Storyboards	1) What is a storyboard? Discuss with your learners what the term 'storyboard' means. This can be done as a mind-map exercise or as an opportunity for group work. 2) Learners to identify and discuss the key 'ingredients' included in a storyboard. This might lead to a discussion on the similarities/differences to a traditional image script. You may want to use this as an opportunity to research storyboards online. This can be done individually or as group work. Resource 14.6 is a Storyboard Template that learners can use for their portfolio. 3) Resource 14.6 is a Storyboard Template that learners can use for their portfolio.
Health and Safety Requirements (Risk Assessment)	1) In groups, learners to be given scenarios set out in Resource 14.7 . Learners to feed back to the class. 2) Discussion regarding the importance of health and safety and carrying out risk assessments. Identify risks involved in a digital games production. 3) Resource 14.8 is a Risk Assessment Template that learners can use for their portfolio.

E EXPOSITION

Go over the key elements covered in the lesson, reminding learners of...

P PLENARY

Left Hand or Right Hand: Learners to test their understanding of topics by raising their left or right hand (confident). Those who have raised their right hand have to answer questions, those who raise their left hand need to be prepared to ask a question.

- Digital media products
- Understanding the requirements of the brief
- Generating ideas
 - Planning issues
 - The purpose of the pitch
 - Formats for pitching
 - Communication techniques when pitching
 - Digital media sectors
 - Planning portfolio
 - Planning portfolio by sector – digital games

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EXTENSION OR HOMEWORK

Learners to continue working on their planning portfolios. You may want to have meetings with learners to make sure learners individually understand:

- The assessment requirements
- What evidence they need to produce
- How to manage their time to meet deadlines

Please note: in accordance with BTEC guidelines you must not provide any evidence produced by the learner before it is submitted for assessment.

For further guidance, please refer to:

http://www.edexcel.com/btec/Documents/Unit_2_to_3_Internal_Assessment_1.pdf



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Forbidden Words! Cards Digital

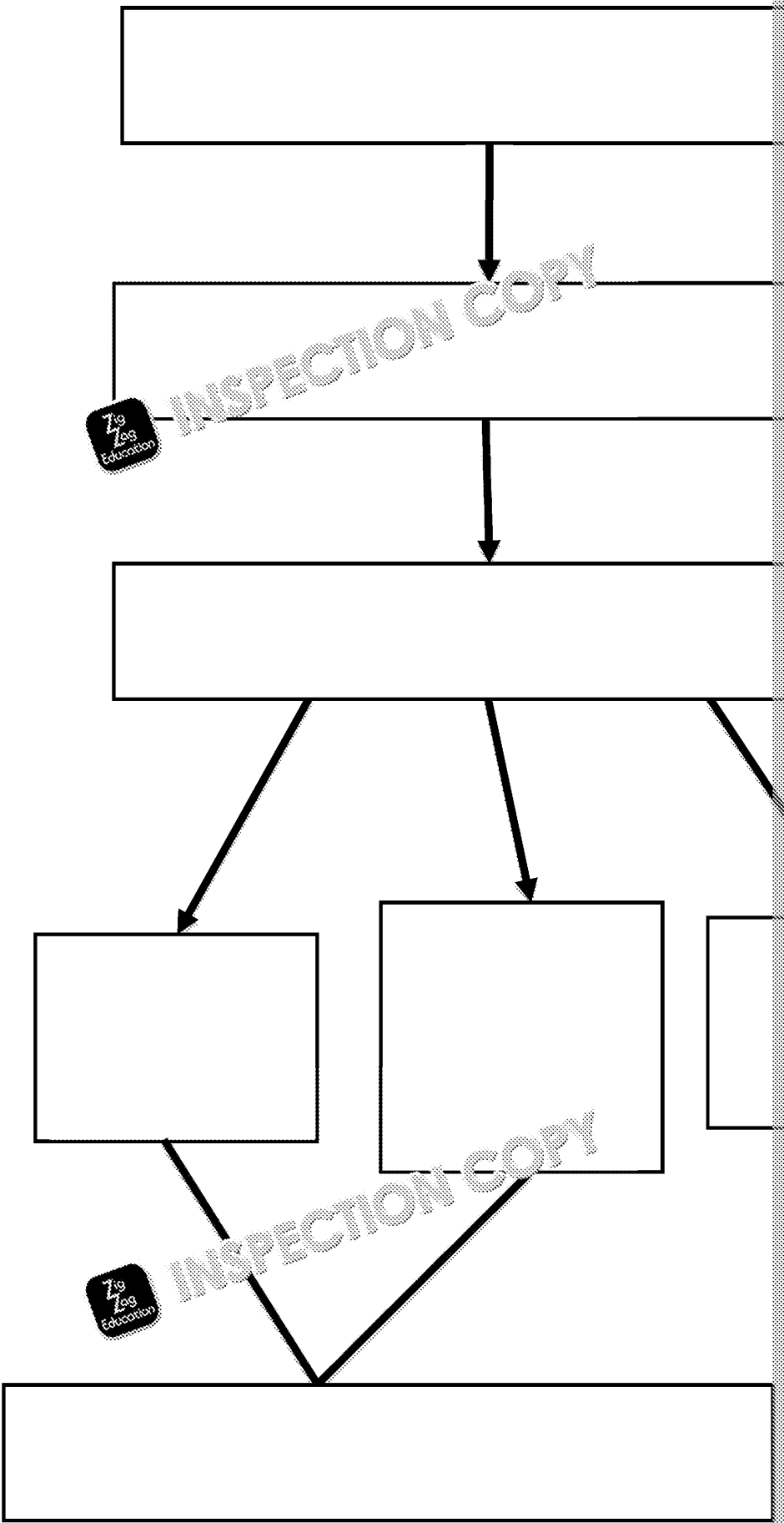
<div>GAME OUTLINE</div> <div>Synopsis</div> <div>Description</div> <div>Information</div>	<div></div> <div>Re</div>
<div>CHARACTER</div> <div>Individual</div> <div>Functional</div> <div>Features</div>	<div>GAM</div>
<div>WRITTEN STORYLINE</div> <div>Form</div> <div>Description</div> <div>Narrative</div>	<div>AN</div> <div>E</div>
<div>VISUAL STORYLINE</div> <div>Form</div> <div>Description</div> <div>Narrative</div>	<div>ASS</div> <div>O</div>
<div>STORYBOARD</div> <div>Sequence</div> <div>Template</div> <div>Graphics</div>	<div>P</div> <div>X</div>
<div>RISK ASSESSMENT</div> <div>Evaluation</div> <div>Identifying</div>	<div>GAME</div> <div>De</div> <div>M</div>

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Game Outline Template



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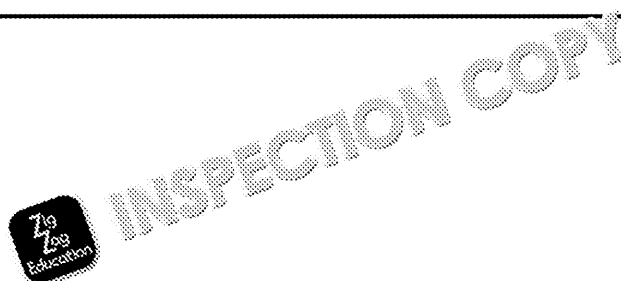
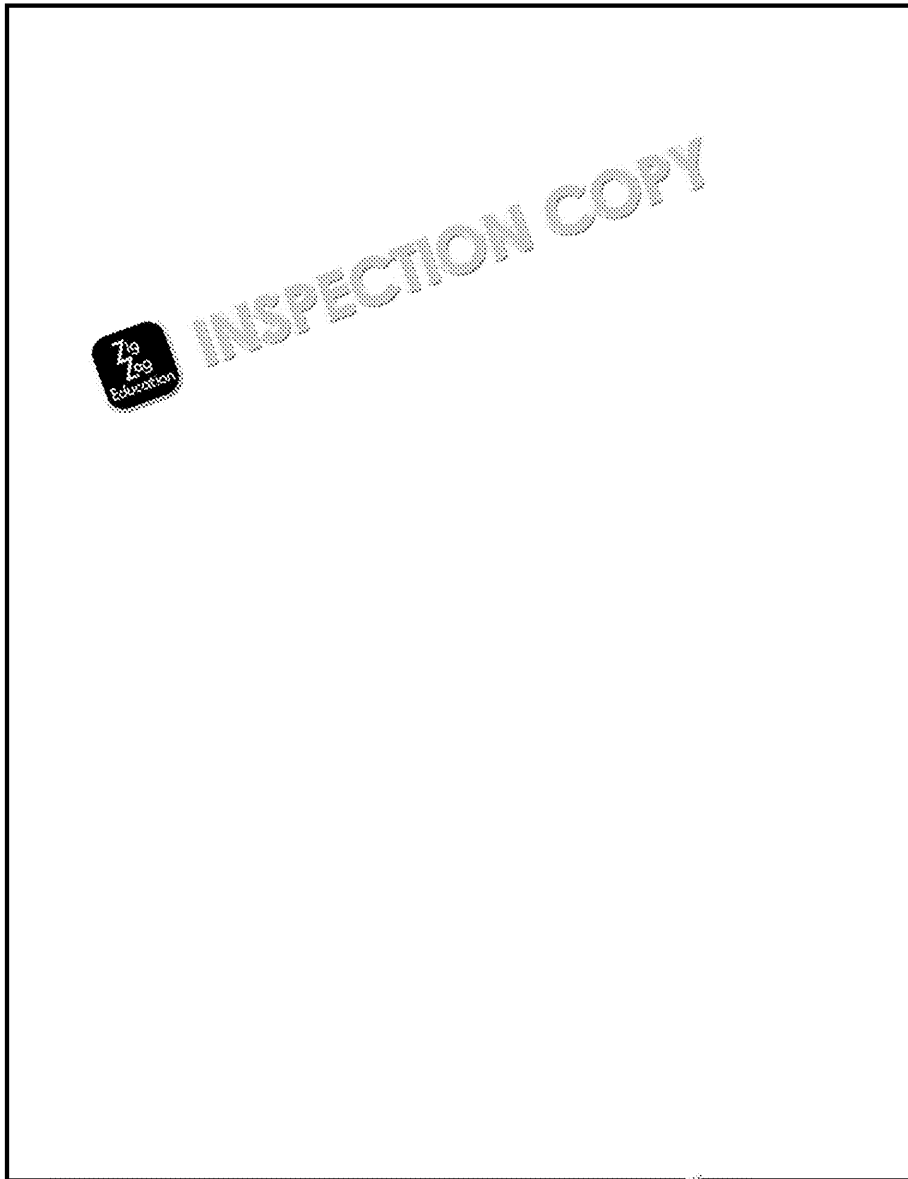
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Character/Avatar Outline

Note: Remember to annotate your illustrations!

Character/Avatar Illustration



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Character/Avatar Profile	
Name:	
Age:	
Gender:	
Race:	
Human/Creature:	
Height:	
Weight:	
Likes:	
Eye Colour:	
Dislikes:	
Extra Info:	
Weapons/Items:	
Abilities:	
Style or Dress:	
Hair Colour/Style:	
Mannerisms:	
Enemies:	
Friends:	
Personality Traits:	
Backstory:	
Strengths:	
Weaknesses:	
What makes the Character/Avatar Unique:	
Character Voice:	

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Narrative Structure Justification

	Non-Linear	Linear
FOR		
AGAINST		

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Narrative structure I have chosen:

Reasons:

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Storyboard Checklist

Shot #

Illustration

Action

Dialogue

Special Effects

Cut Scene / Gameplay

Score

Game Objective/Task Needed to Trigger Sequence

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Storyboard Template

Shot #	Shot #	Shot #
Action: Dialogue: FX: Sound: Cut Scene / Gameplay: Game Task/Ob	Action: Dialogue: FX: Sound: Cut Scene / Gameplay: Game Task/Objective:	Action: Dialogue: FX: Sound: Cut Scene / Gameplay: Game Task/Ob

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Health and Safety Scenarios

Health and Safety Scenario 1) *Lights in studio*

Health and Safety Scenario 2) *Lifting heavy equipment*

Health and Safety Scenario 3) *Slippery surfaces*

Health and Safety Scenario 4) *Trip hazards / clutter*

Health and Safety Scenario 5) *Working in confined spaces*

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Risk Assessment Template

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Name:	
Location of Filming:	
Dates of Filming:	
Date of Assessment:	

Hazard	Severity (H, M, L)	Likelihood of Injury or Damage (H, M, L)	Person (who is at risk)

Signed:..... Date:.....

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