



UNIT 5

Multi-Camera TV Production (TV and short film Production)

LESSON 2



EXTERNALLY EXAMINED UNIT

- > The exam board have set you a brief with 4 tasks.
- > You will have a certain amount of periods to complete this assignment **ONLY** (see checklist)
- > Add your **actual assignment brief work** to:
Unit 5 > Learning Outcome 1, Learning Outcome 2,
Learning Outcome 3, Learning Outcome 4

UNIT 5

Multi-Camera TV Production (TV and short film Production)



ASSIGNMENT

TASK 1
Research & Plan the show.



TASK 2
Produce the show.



TASK 3
Post-Produce the show.



TASK 4
Screen & Evaluate the show.

PICK A SCENARIO NOW

Assignment for learners Unit 5: TV and short film production

Scenario

You have been asked by your local television station to create a new 5 minute TV programme pilot with filmed inserts. The TV programme will be broadcast on the TV station. The TV Station requested that the programme **entertain, educate and inform** in some manner and they have asked for the show on a **regular weekly basis** so it must be something that can be shot mainly within the confines of a Multi-Camera TV Studio. However the show **should include a short film element filmed on location**.

The local television station has asked you to ensure the project is set up for television broadcast quality but it should be also exported in order that the programme can be distributed online on the station's website.

You are required to therefore make one of the following:

1. **An extract from a studio based magazine TV programme**

This will be an extract from a studio based television magazine programme about local arts and culture and this episode will focus on one or more of the local art galleries, museums, live venues or exhibition centres. The television programme will feature presenters in the studio along with content filmed at outdoor locations. The magazine programme is aimed at an audience of 16-24 year old people who enjoy local events, music and art.

2. **An extract from a studio & location based TV Soap Opera**

This will be an extract from the first ever episode of the soap opera shot live in studio with a short filmed excerpt inserted before, during or after the studio sequence. It should star at least two actors and give an indication of how life in this fictional world is played out. It must be a soap set in a local area of the UK. The programme will be aimed at an audience of 16-24 year old people who enjoy soap operas.

3. **An extract from a studio based TV Quiz Show**

This will be an extract from the first ever episode of the TV Quiz show shot live in studio with a short filmed excerpt inserted before, during or after the studio sequence. It should feature quiz topics for a mass audience appeal and be suitable for broadcast before the watershed. The format of the show is flexible to the producers. The programme will be aimed at a mass audience of 16-80 year old people who enjoy fun quiz shows.

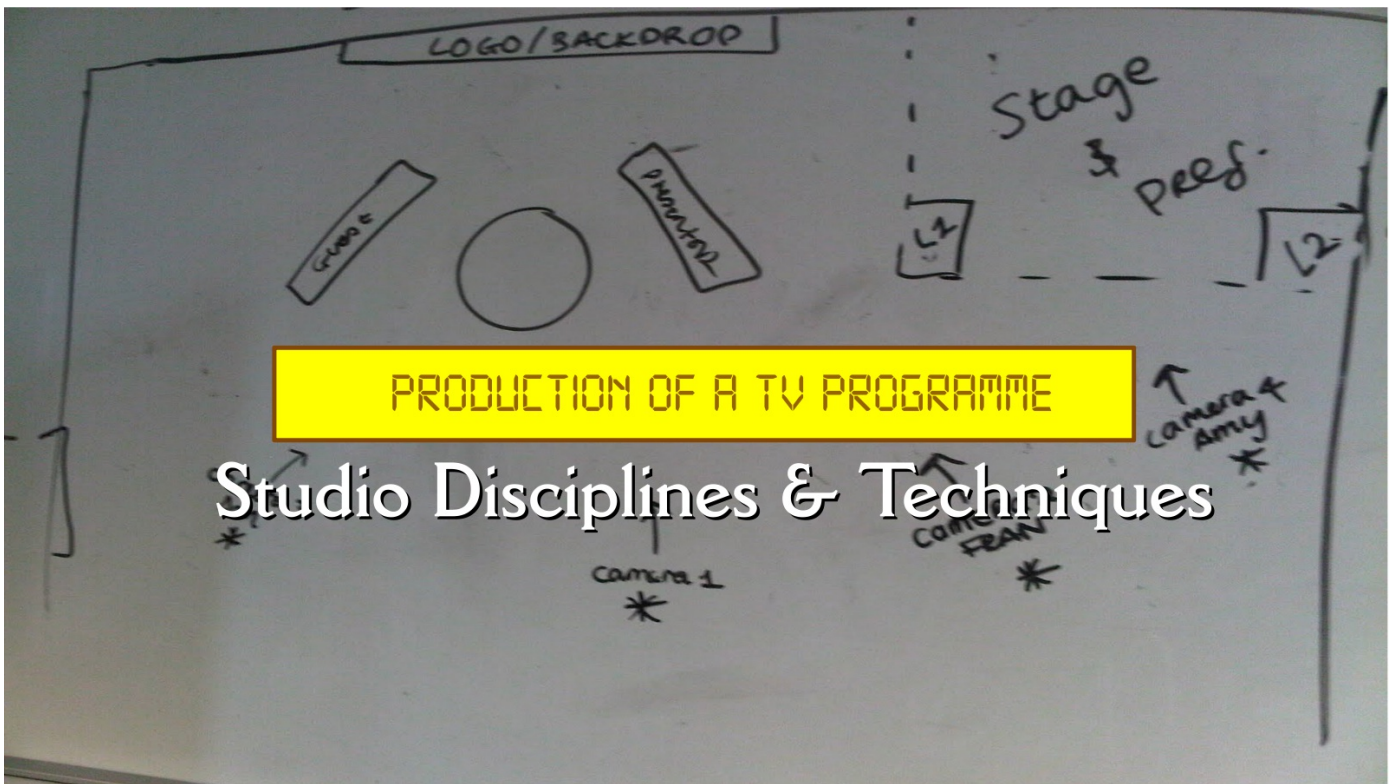
All content produced **must be original and produced by you**. However, **music or audio effects from a copyright-free source may be used, but must be referenced**.

Pass	Merit	Distinction
P2*: Setup equipment and record production materials for use in an original TV programme or short film *Synoptic assessment from Unit 3 Create a media product	M1: Apply the codes and conventions for the chosen genre in the materials recorded	D1: Explain how meaning was created within the materials created
Evidence You must produce production materials to create content for the production. Your evidence must include relevant production materials that will fulfil the requirements for the chosen brief against the relevant grading criteria. P2 <ul style="list-style-type: none"> filming video, i.e. setting up cameras, locations to film, raw footage and logging rushes. You will evidence that you have completed the task of filming your planned material through photographs or short vlogs. You must do this to show your role in the production. This will also include risk assessment directly related to filming using the available equipment. recording and audio work i.e. setting up and using sound equipment, audio recordings and gathering sound assets. This will also include risk assessment directly related to sound recording and copyright of any found soundtrack assets. M1 <ul style="list-style-type: none"> you must evidence how you have applied codes and conventions of the genre of television programme or short film you are creating. This can be done through annotated screen shots or audio commentaries. D1 <ul style="list-style-type: none"> the production of a report that explains how meaning is created in your production materials. This should reference theory and terminology learnt in Unit 1 (denotation/connotation) and relate directly to the brief and target audience. 		

LEARNING OUTCOMES

Create & Understand all the evidence required for the second learning objective.

Note: You must at least PASS all the criteria for this in order to obtain the Level 3 qualification.



PRODUCTION OF A TV PROGRAMME

Studio Disciplines & Techniques

PRODUCTION - PART ONE

Studio Demonstration of:

> Production Roles - Camera, Sound, Lighting, Director/VM

You are going to have to **EVIDENCE** your role in order to meet the pass criteria. The best way to do this is:

> Record your own "video diary" that logs your role on the production, make sure it features you **ACTUALLY WORKING** on the production. There maybe several video diary entries or you may edit together one big one.

Shoot some practice material.

PRODUCTION - PART TWO

Following Genre Conventions

Demonstrate your understanding of set-ups.

Shoot a short piece from your production now, then we shall examine:

- > Set Design
- > Props
- > Camera Shots & Movements
- > Sound, Editing & Lighting

It's important you evidence this learning process because you need to learn from mistakes and show the examiners that you understand the conventions of your chosen genre.

INVESTIGATION - PART THREE

The Recording

You will need rehearsal time. You will need to brief your actors fully. Everyone will need to know what they are doing. You will need to contact EVERYONE the day before and go through again what your expectations are. You need:

- > People who know what to do
- > A Shot Logger & Rushes logger.
- > All kit checked and ready to go
- > Start Time!

**YOU MUST LEAVE THE GALLERY
AND STUDIO IN A SPOTLESS
CONDITION WHEN FINISHED.**

Prog No 50DRA D247 Title EastEnders
Tx Date 16.02.2015

EASTENDERS

EPISODE FIVE THOUSAND AND
FIFTEEN

BY

MATT EVANS

SCENE 5015/1. BRIDGE STREET.
[LIVE]. EXT. NIGHT. 17.22.

02:00:24

LOT

[OPEN ON THE ALBERT SQUARE
SIGN AS A CAR DRIVES
SLOWLY ONTO THE SQUARE. AN
OBLIVIOUS SHARON STRIDES
PAST THE CAR BEFORE
WALKING ONTO BRIDGE STREET
WHERE IAN'S LOCKING UP THE
CAFE FOR THE NIGHT]

IAN: Sharon!

SHARON: Not long now!

[A PASSING KAT GRINS AS
IAN GOES OVER AND JOINS
SHARON]

KAT: [SHOUTS AT IAN] You ready
for the party of the year?

IAN: Yeah I think I am
actually.

<http://www.bbc.co.uk/writersroom/scripts/eastenders-30th-anniversary>

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Page: 1

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LEARNING OUTCOME 2

U5 LO2	Be able to record production materials for an extract for an original TV programme or short film
[You have up to 2 hours to complete this task]	P2: TITLE - SETUP EQUIPMENT AND RECORD PRODUCTION MATERIALS FOR USE IN AN ORIGINAL TV PROGRAMME OR SHORT FILM You should operate the camera under direction to produce the film footage, operate sound equipment and check sound using headphones during production. You should make notes with reference to the storyboard, suggesting changes using the preproduction material as reference to the production process and work within the scope of the risk assessment and health and safety guidelines. You should evidence this by: > Behind the Scenes video clearly demonstrating you directing actors, directing the crew and operating equipment to professional standard. Beneath your video you should write a brief description of what the moderator is watching, you could record 3 separate videos or 1 long video to demonstrate this. > Ask your teacher for a witness statement in addition to this.

You have 2 Hours to complete this task

LEARNING OUTCOME 2

[You have 3 hours to complete this task]

M1: TITLE - APPLY THE CODES AND CONVENTIONS FOR THE CHOSEN GENRE IN THE MATERIALS RECORDED

You should use your rushes to demonstrate how generic conventions have been met. You will complete a short evaluation/analysis of your rushes to demonstrate your understanding, and use of research undertaken, of real media products in the genre in which you have been working. You should return to the programmes analysed in P1 and compare the codes and conventions of those against your TV Programme. Or you could answer: How do the codes and conventions of the two programmes you have studied appear in your TV Programme? Break them ALL down and analyse them.

You should evidence this by:

> Add your rushes or vision mixed programme or both to your blog and use time codes to reference which clips you are talking about, essentially take us through the entire programme and state where the codes and conventions of that genre are being met. This should be very detailed. You could also state (if relevant) when you broke/improved upon the known conventions.

You have 3 Hours to complete this task

LEARNING OUTCOME 2

[You have 3 hours to complete this task]

D1: TITLE - EXPLAIN HOW MEANING WAS CREATED WITHIN THE MATERIALS CREATED

You should complete a short textual analysis of your work to **discuss how you have created meaning**. Your analysis will draw on skills acquired in Unit 1 whereby understanding of production techniques, codes and conventions will allow you to fully demonstrate your understanding of how your product is fit for purpose and creates meaning for an audience. The final analysis should include semiotic terminology (denotes/connotes) and production terminology (e.g. mise-en-scène, editing terms).

Suggested questions to answer - **remember to reference specific aspects of your production.**

- > How is meaning created through the Mise-en-scene (Costume, Lighting, Actors, Movement, Make Up, Props, Setting, Blocking, Location)
- > How is meaning created through the Camera shots? (e.g. a low angle makes someone look powerful, high angle makes someone vulnerable etc..)
- > How is meaning created through the sound? (Both Diegetic sound and Non-Diegetic sound)
- > How is meaning created through the Editing? (e.g. a dissolve might show the passing of time)
- > How is meaning created through the Representation (e.g. representation of Age, Gender, Ethnicity, Religion, People, Location, Sexuality, Class and Status, Disability?)
- > How do the codes and conventions create meaning for the audience (e.g. audience laughs this might mean they are watching a sitcom recorded in front of a live studio audience)
- > How is your product 'fit for purpose' i.e. Would it be suitable for the channel upon which you imagine it to be broadcast - if so how / why? Look at the remits of the channels would it work? Look at the audiences for these channels would the show be suitable for them? What Time/Day might you broadcast it and why?

You should evidence this by:

- > The evidence could be a written report, slide presentation, information sheets, audio-visual material or a fact file with illustrations and potential digital files.