

UNIT 16 - CHECKLIST	
U16 LO1	<p><b>Understand how sound elements are used across media industries</b></p> <p><b>P1: TITLE - UNDERSTANDING HOW SOUND ELEMENTS ARE USED</b></p> <p>Using examples you have found from each medium below, describe how all the sound elements within your chosen example were used, use the yellow words from lessons 1,2 and 3 as a context for each example.</p> <p>FILM, TV, RADIO/AUDIO DRAMA, ANIMATION, TV ADVERTS and COMPUTER GAMES.</p> <p><b>You should evidence this by:</b></p> <p>&gt; Evidence of understanding could be produced in the form of a formal word-processed report or presentation (with detailed speaker notes).</p>
U16 LO2	<p><b>Know the techniques and processes used to create sound elements</b></p> <p><b>P2: TITLE - DESCRIBE HOW THE SOUND ELEMENTS ARE PRODUCED</b></p> <p>Research how the sound elements below are produced for a soundtrack. Consider the role of the Foley artist in creating these sounds and what technical equipment would be used and how the sounds might have been output.</p> <p>This sounds you must explore are; foley effects (explore five different signs of your choice) in addition explore: crowded streets, countrysides, parks and schools restaurants, also theme music for TV title sequences, incidental music for film, voice-overs and ADR.</p> <p>Refer to Lessons 4,5,6 and 7 for details.</p> <p><b>You should evidence this by:</b></p> <p>&gt; Evidence could take the form of a presentation with detailed speaker notes that incorporate sound elements to illustrate the presenter's research.</p>
U16 LO3	<p><b>Be able to plan the production of sound elements for identified media purposes</b></p> <p><b>P3: TITLE - DEVELOP IDEAS FOR SOUND ELEMENTS FOR AN IDENTIFIED PURPOSE</b></p> <p>Learners will develop ideas for a soundtrack to include different types of sound elements. Read and choose a brief from the selection. Create a spider digram for your idea, from this write a short 300-500 word report of what the idea actually is and how it is going to meet the brief. Create a rough script and / or audio storyboard for your idea. Create also an example assets table and post it in this post.</p> <p><b>You should evidence this by:</b></p> <p>&gt; Evidence could be in the form of a rough script, spider diagram or audio, and submitted with a storyboard, assets table, written report detailing ideas.</p> <p><b>P4: TITLE - GENERATE PLANNING MATERIALS FOR AN IDENTIFIED MEDIA PURPOSE</b></p> <p>Learners must generate planning materials for the intended production of a short soundtrack. Produce an audio script (drafts should also be included) Produce a full assets table, produce a production schedule and produce a risk assessment (ONLY if recording on location)</p> <p><b>You should evidence this by:</b></p> <p>&gt; Evidence could be a continuation of P3 but with ideas being more thought out and ready for recording. Learners must be made aware that all evidence should reflect industry working practices.</p>

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	<p><b>M1: TITLE - IDENTIFY SOLUTIONS TO THE LEGAL AND ETHICAL ISSUES FOR PRODUCTION</b></p> <p>Learners identify the resolutions to the legal and ethical issues for sounds to be included in the production process. Produce research into legal issues. Produce self-created contributor release forms and contracts between you and client that deal with PPL/PRS issues. Conclude with the reasons you are required all this information and which bits of the contracts/forms were the most important to deal with legally and ethically.</p> <p><b>You should evidence this by:</b></p> <p>&gt; Evidence of this can be an extension of P4 showing that the ideas are ready for production, with good timings identified and all legal issues and resolutions explained.</p>
<b>U16 LO4</b>	<b>Be able to record, edit, edit and review sound elements</b>
	<p><b>P6: TITLE - CARRY OUT POST PRODUCTION EDITS TO THE SOUND ELEMENTS</b></p> <p>Learners must carry out post-production edits to their soundtrack.</p> <p><b>You should evidence this by:</b></p> <p>Image/video of you editing all aspects of your production with commentary explaining what it is you are doing. Include time code of what was being discussed under your video. Capture 50% of the editing process.</p>
	<p><b>M2: TITLE - PRESENT THE SOUND ELEMENTS TO AN AUDIENCE TO GAIN FEEDBACK</b></p> <p>As evidence for this merit criteria produce the following:          You will need to present the soundtrack and record feedback using a preferred method. Depending on the method selected, this could be evidenced as a video (e.g. face to face interview or focus group) or as a questionnaire survey.          Gather and evidence meaningful target audience feedback.</p>
	<p><b>D1: TITLE - EVALUATE HOW THE TECHNICAL AND AUDITORY QUALITIES MEET THE IDENTIFIED PURPOSE.</b></p> <p>As evidence for this distinction criteria produce the following:          You will evaluate feedback to improve the soundtrack, evaluating how the technical and auditory qualities meet the identified purpose. This could be in the form of annotated screenshots or a screen recording of the adjustment process, and should identify what feedback led to which improvements.          You can include the answers to the balloon questions in a report alongside the audience feedback.</p>