

UNIT 5 - CHECKLIST	
U5 LO1	Be able to create pre-production materials for an extract for an original TV programme or short film
[You have 10 hours to complete this task]	<p>P1: TITLE - CREATE PRE-PRODUCTION MATERIALS FOR AN ORIGINAL TV PROGRAMME OR SHORT FILM, IN A CHOSEN GENRE</p> <p>You are required to produce full preproduction materials for your TV Programme this to include:</p> <ul style="list-style-type: none"> > A pitch document that includes: <ul style="list-style-type: none"> i) A working title (to include outline of plot, characters, narrative theme) ii) An identified target audience with evidence (Where might the show be screened / scheduled? Who might distribute it? Use evidence from real media products) iii) Research into genre and the conventions of that genre (use 2x real TV Shows as your evidence) iv) Budget (Where will the funding come from? Expenses, Actors rates) v) Legal and Ethical Issues (BBFC Rating, Ofcom Guidelines, use of intellectual property) > Draft Scripts in correct TV Format. > Final Script correctly marked up for broadcast. > Industry standard storyboard specifically needs to include: Photograph, Shot Name, Sound Used, Editing technique between each shot. > Production Schedule specifically needs to include: pictures of filming locations that outline camera positions, recce information, risk assessment including identified hazards and appropriate solutions, type of lighting and cameras to be used, day-to-day call sheets with timings, contingency plans, details of which crew and actors are required on set/location at what times and an indication of scene to be filmed. > Evidence of contracts / permissions etc.. between you and filming locations and/or actors. These must be industry standard contracts created by your company. <p>You should evidence this by:</p> <ul style="list-style-type: none"> > A Series of embedded documents, pitch should include a video of the pitch itself as well as your presentation, Draft Scripts and Final Script with clear indications of what is different between each draft. Storyboard that clearly shows all the evidence required and a detailed production schedule that has your own production company logo and feel about it.

UNIT 5 - CHECKLIST	
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]	<p>P2: TITLE - SETUP EQUIPMENT AND RECORD PRODUCTION MATERIALS FOR USE IN AN ORIGINAL TV PROGRAMME OR SHORT FILM</p> <p>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.</p> <p>You should evidence this by:</p> <ul style="list-style-type: none"> > 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 3 hours to complete this task]	<p>M1: TITLE - APPLY THE CODES AND CONVENTIONS FOR THE CHOSEN GENRE IN THE MATERIALS RECORDED</p> <p>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.</p> <p>You should evidence this by:</p> <ul style="list-style-type: none"> > 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]	<p>D1: TITLE - EXPLAIN HOW MEANING WAS CREATED WITHIN THE MATERIALS CREATED</p> <p>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).</p> <p>Suggested questions to answer - remember to reference specific aspects of your production.</p> <ul style="list-style-type: none"> > 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? <p>You should evidence this by:</p> <ul style="list-style-type: none"> > The evidence could be a written report, slide presentation, information sheets, audio- visual material or a fact file with illustrations and potential digital files.

UNIT 5 - CHECKLIST	
U5 LO3	Be able to edit materials in post-production to create an extract for an original TV programme or short film
[You have 5 hours to complete this task]	<p>P3: TITLE - CREATE THE EXTRACT FOR AN ORIGINAL TV PROGRAMME OR SHORT FILM BY APPLYING POST-PRODUCTION AND EDITING TECHNIQUES</p> <p>You should produce an off-line edit by placing a selection of shots into the sequence, in order, without applying effects; make notes with reference to the storyboard and suggest changes. Make sure Timecode is embedded onto the video footage (this is a requirement).</p> <p>You should evidence this by:</p> <p>> This will be the evidence that demonstrates basic understanding of sequential editing and non-continuity/continuity techniques. Simply put the offline edit into this post with your notes beneath it and make sure you reference the storyboard and any edit changes. Your point of reference when discussing the offline edit should be the timecode.</p>
[You have 4 hours to complete this task]	<p>M2: TITLE - APPLY VIDEO EFFECTS AND TITLES AND GRAPHICS TO THE MATERIALS</p> <p>You should apply visual effects (e.g. filters, colour correction, chromakey manipulation, pre-set explosions). This will also include applying basic transitions, (e.g. wipes, cross dissolves, fades, titles, credits, spinning graphics, rolling credits). Evidence should include edits with screen recordings that clearly record and identify time code and description of all shots, show selection of appropriate footage from the log; edit decision list can be paper- based or a formal word-processed document or presentation with supporting notes/documentation.</p> <p>You should evidence this by:</p> <p>> Create a SECOND offline edit with timecode embedded into it, this time the video will have effects and transitions added, beneath the video you should use the time code to reference where the effects / transitions are (e.g. at 00:01:30:00 there is a wipe to the next shot) you will also need to screen record your Final Cut Pro X edit itself and an audio commentary showing you applying the effects and choosing the transitions. You should also upload your EDL to the blog and discuss which shots you used and why. This applies to studio productions as well as title sequences may need to be filmed separately for example.</p>
[You have 4 hours to complete this task]	<p>D2: TITLE - DEMONSTRATE CONTROL OF THE AUDIO TRACKS IN THE EDITING OF THE MATERIALS</p> <p>You will demonstrate your ability the control the audio tracks of the final edit. The quality of the audio will have been checked and manipulated to ensure the output is fully fit for purpose. Audio-editing techniques will include audio dubbing, checking audio levels, applying wild tracks and making corrections where necessary, applying audio/sound effects (e.g. reverbs, thunder, gun shots) and applying a soundtrack to visuals. Understanding of diegetic and non-diegetic techniques and controlling these to create meaning will be fully evident. The editing of the audio can be completed in the visual-editing software or enhanced in an audio editor such as Adobe Audition. The editing of the audio can be completed in the visual-editing software or enhanced in an audio editor such as Adobe Audition or Logic Pro X</p> <p>You should evidence this by:</p> <p>> Taking your sound into an edit package like soundtrack or Logic pro X and screen recording you adding relevant sound effects, filters, checking audio levels are peaking between -6 and 0, applying wild tracks and correcting any audio problems. All screen recordings should come with a commentary and a timecode at the bottom that clearly demonstrates what you are doing at what point (e.g. At 01:23 I am making sure the levels are peaking between -6 and 0 and/or At 02:34 I am applying my wild track)</p>

UNIT 5 - CHECKLIST	
U5 LO4	Be able to present the extract to gather and evaluate audience feedback
[You have 3 hours to complete this task]	<p>P4: TITLE - PRESENT THE EXPORTED EXTRACT TO AN AUDIENCE, OBTAINING FEEDBACK</p> <p>You should present your recorded section of the planned TV programme or short film and obtain audience feedback. This screen test could be done as a presentation to a focus group or to an industry professional/s. You will devise a series of questions that will enable you to gain feedback on the quality of your final production.</p> <p>You should evidence this by:</p> <ul style="list-style-type: none"> > Evidence must be the finished production at the top of the post. > Evidence for this will be a video of the focus group including you driving it and asking all the relevant questions and stimulating discussion. The key here is to ask a lot of questions and spend more time listening and driving the conversation that answering questions.
[You have 2 hours to complete this task]	<p>M3: TITLE - EVALUATE FEEDBACK FROM THE AUDIENCE, IDENTIFYING STRENGTHS AND WEAKNESSES</p> <p>You will complete a written/audio report on the feedback you have received and you will suggest areas for improvement to the piece/your own learning. Key strengths and weaknesses will be outlined. The report will also discuss any development you need to complete to address weaknesses/improvements.</p> <p>Examples of some questions you could answer:</p> <ol style="list-style-type: none"> i) What was the feedback you received from each of your questions and what is your response to it? ii) Complete the sentence: Based on the feedback I received the areas in which I feel the piece needs to improve are.... iii) Complete the sentence: Based on the feedback I received the areas in which I feel I personally need to improve upon are.... iv) What do you feel were your key strengths during the making of this production from blank paper to finished piece, comment on every aspect and say what were your strengths. v) What do you feel were your key weaknesses during the making of this production from blank paper to finished piece, comment on every aspect and say what were your weaknesses. vi) How do you feel you performed during this project? vii) Looking back now, list four things you could develop in your own personal skill set (e.g. I could develop my learning of audio or working with actors or working within production teams etc..) viii) Using point 4, 5 and 7 above, state what sort of personal development you will need to go through in order to address these points (e.g. I need to improve working with actors - I said this because... What I will do about this is.. The other weaknesses I identified are... I said this because... The way I'd like to develop this is by...) <p>You should evidence this by:</p> <ul style="list-style-type: none"> > Evidence could be in the form of a formal report or presentation.