BTEC Level One / Two
First Award in
Creative Digital Media Production

Year 11

Unit 2: Planning and Pitching a Digital Media Product
Unit 3: Digital Moving Image Production

Name: ........................................................................................................................................
Deadline: ....................................................................................................................................
THE COURSE

Welcome to the BTEC First Certificate in Creative Digital Media Production. You will find this a practical, work-related course where you will learn by completing projects and assignments based on realistic workplace situations, activities and demands.

We aim to help you to develop your creative and technical skills, as well as helping you to gain an understanding of the underlying theory of digital media production. In addition to learning about the employment area you have chosen, you will develop the skills needed to start a career in the media industry.

To do this, you will be required to produce a portfolio of practical productions supported by paperwork and theoretical research. To be successful in doing this, you will have to work both independently and within groups in a professional manner, showing yourself to be organised, resourceful, reliable, committed and being capable of meeting strict deadlines.

We hope that you will benefit from this challenging, yet rewarding course and that it will lead to you continuing your studies or eventually finding a job in the media industry.
YOUR RESPONSIBILITIES

- You are expected to treat all equipment and accommodation with care.
- You are NOT allowed to bring food, drink or chewing gum into work areas.
- You may NOT use mobile phones while you are working, unless otherwise instructed.
- NEVER allow other students or friends to use equipment booked out to you, and do not leave equipment unattended at any time. If it is damaged, lost or stolen, it is YOUR responsibility!

If you experience any problems with equipment, ask for help from your teacher. Do not try to repair equipment yourself.

Please remember

*It is your responsibility to back up your work onto a memory stick at the end of every lesson. You are responsible for saving your work to the hard drive of the computer and the safekeeping of your original material. Please remember to take your memory stick at the end of every session, and only use the memory stick to transport work. All work should be backed-up on computer hard drives. You must provide a folder for each unit and bring it to every session. You will also be introduced to a referencing system to allow you to produce comprehensive bibliographies of the materials you have used in your study.*

How to contact your teacher...

Telephone: 020 8498 1300
Blog: [https://zcmediastudies.wordpress.com](https://zcmediastudies.wordpress.com)
E-Mail: zchristodoulou.317@kingsolomonhigh.com
Twitter: [@ZCMediaStudies](https://twitter.com/ZCMediaStudies)
Unit 2: Planning and Pitching a Digital Media Product

Unit Introduction

Did you know that employers within the media sector frequently ask for ‘excellent communication skills’ when looking for a suitable employee? And, have you ever thought how that great idea for a media product which, at the moment, is only in your head, could become a reality?

It is vital in all the media sectors that people are able to communicate effectively in order to complete work in teams. They will have to pass on ideas and information to others and interpret a brief correctly. This is very important when working with and presenting ideas and information to a client. It is not only verbal communication methods that are important, but written and visual methods of communication are used to express ideas with clarity and accuracy. Pitching an idea for a digital media product is a key part of the process of gaining approval for the product to go into production and communication techniques are central to an effective pitch.

Once pitched, planning is essential to develop a successful idea into a product. Every stage of the development of a media product has to be carefully planned and clearly documented to ensure that the production process runs smoothly. The planning portfolio is used by the producer to keep a disciplined approach to production, and also, on a collaborative production, by other crew members as a directory of roles and schedule. It is a central source of information about the project.

Being professional means ensuring that all portfolio documents use the style and conventions appropriate to the sector you are working in. This will ensure you are following industry practice and have a well-planned media product that can be put into production efficiently.

In this unit, you will develop your verbal, written and visual communication skills that will enable you to understand the needs of your client and to help you formulate, develop and pitch your own ideas for a media product. You will then undertake pre-production planning for a digital media product in preparation for the next phase in the process: production.
Learning Aims

In this unit, you will:
A – Understand how to develop ideas for a digital media product
B – Pitch ideas for a digital media product
C – Produce planning for a digital media product

Learning Aims Content

A.1 – Develop ideas for digital media products
A.2 – Understanding the requirements of the brief
A.3 – Generating ideas
A.4 – Planning issues

B.1 – The purpose of the pitch
B.2 – Formats for pitching
B.3 – Communication techniques when pitching

C.1 – Plan and produce for a digital media sector
C.2 – Planning portfolio
C.3 – Planning portfolios by sector
Unit 3: Digital Moving Image Production

Unit Introduction

Have you ever thought about how films and videos are made? Have you considered just how many different types of films and videos there are, especially now that digital video appears on websites, on phones, in games, on office intranet sites, as well as in cinemas and on TV?

Digital moving image production covers a very wide range of film and video making from feature films, TV adverts, news slots, music videos, animations, promotional videos to educational shorts. In industry practice, the filmmaker can be one person and a camera or be the director of a cast and crew of hundreds. Different types of moving image production have different features and it is important to understand what makes each one slightly different from the next. Filming a documentary short is quite different from making drama. Making a TV commercial is different again!

However, the common factor these all share is the use of camera and other technical elements to communicate effectively with the target audience.

In this unit, you will focus on camerawork as key to the ‘language’ of visual communication. However, you will also explore mise-en-scène, sound and editing, which are all necessary components of a finished product.

You will investigate key features of digital moving image productions, including structures, generic conventions and audience address, in preparation for the making of your film or video.
Learning Aims

In this unit, you will:
A – Understand the key features of moving image productions
B – Understand the technical construction of a digital moving image production
C – Produce and review a digital moving image production

Learning Aims Content

A.1 – Formats, platforms and purposes
B.1 – Technical elements
C.1 – Pre-production and personal management
C.2 – Production (shooting footage)
C.3 – Post-Production (editing image and sound)
C.4 – Distribution, exhibition and self-evaluation
## Assessment Criteria for Unit 2: Planning and Pitching a Digital Media Product

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<thead>
<tr>
<th>Level 1</th>
<th>Level 2 Pass</th>
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<tbody>
<tr>
<td><strong>Learning aim A: Understand how to develop ideas for a digital media product</strong></td>
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<tr>
<td><strong>1A.1</strong> Outline ideas that meet a brief for a digital media product, using basic verbal communication methods.</td>
<td><strong>2A.P1</strong> Develop ideas for a digital media product, using appropriate verbal and written communication methods.</td>
<td><strong>2A.M1</strong> Develop ideas for a digital media product, using clear and effective verbal and written communication methods.</td>
<td><strong>2A.D1</strong> Develop ideas for a digital media product, using confident and accurate verbal, written and visual communication methods.</td>
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<tr>
<td><strong>1A.2</strong> Outline a selected idea for a digital media product with limited reference to the brief.</td>
<td><strong>2A.P2</strong> Summarise a selected idea for a digital media product that demonstrates the requirements of the brief and relevant planning issues.</td>
<td><strong>2A.M2</strong> Explain a selected idea for a digital media product, effectively demonstrating the requirements of the brief and relevant planning issues.</td>
<td><strong>2A.D2</strong> Justify the selected idea for a digital media product, comprehensively demonstrating the requirements of the brief and relevant planning issues.</td>
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<td><strong>Learning aim B: Pitch ideas for a digital media product</strong></td>
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<tr>
<td><strong>1B.3</strong> Pitch an idea, in one format, for a digital media product demonstrating basic written communication techniques.</td>
<td><strong>2B.P3</strong> Pitch an idea, in two formats, for a digital media product demonstrating appropriate use of verbal and written communication techniques.</td>
<td><strong>2B.M3</strong> Pitch an idea, in two formats, for a digital media product demonstrating effective use of verbal and written communication techniques.</td>
<td><strong>2B.D3</strong> Pitch an idea, in two formats, for a digital media product demonstrating confident and correct use of verbal and written communication techniques.</td>
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<td><strong>Learning aim C: Produce planning for a digital media product</strong></td>
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<td><strong>1C.4</strong> Produce a basic planning portfolio for a digital media product.</td>
<td><strong>2C.P4</strong> Produce an appropriate planning portfolio with basic organisation in preparation for a digital media production.</td>
<td><strong>2C.M4</strong> Produce a detailed, organised, planning portfolio in preparation for a digital media production.</td>
<td><strong>2C.D4</strong> Produce a comprehensive, systematically organised, planning portfolio in preparation for a digital media production.</td>
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### Assessment Criteria for Unit 3: Digital Moving Image Production

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<tr>
<td><strong>Learning aim A: Understand the key features of moving image production</strong></td>
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<tr>
<td><strong>1A.1</strong> Outline key features in a digital moving image production.</td>
<td><strong>2A.P1</strong> Describe how key features are used in a digital moving image production.</td>
<td><strong>2A.M1</strong> Explain how key features are used in two types of digital moving image productions with reference to appropriate examples.</td>
<td><strong>2A.D1</strong> Analyse how key features are used in three types of digital moving image productions, with detailed reference to appropriate examples of each.</td>
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<tr>
<td><strong>Learning aim B: Understand the technical construction of a digital moving image production</strong></td>
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<tr>
<td><strong>1B.2</strong> Identify accurately the camerawork used in an existing moving image production.</td>
<td><strong>2B.P2</strong> Explain how camerawork is used to convey meaning in an existing moving image production.</td>
<td><strong>2B.M2</strong> Explain in detail and using accurate terminology, how camera work and mise-en-scène are used to convey meaning in an existing moving image production.</td>
<td><strong>2B.D2</strong> Analyse the combined use of camerawork, mise-en-scène, editing and sound to convey meaning in an existing moving image product with accurate, illustrated examples.</td>
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<td><strong>Learning aim C: Produce and review a digital moving image production</strong></td>
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<td>1C.3 Produce basic pre-production planning, including minimal personal management skills.</td>
<td>2C.P3 Produce appropriate pre-production planning including, adequate personal management skills.</td>
<td>2C.M3 Produce detailed pre-production planning, including effective personal management skills.</td>
<td>2C.D3 Produce detailed and comprehensive pre-production planning, including confident personal management skills.</td>
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<td>1C.4 Shoot and edit limited footage for a moving image.</td>
<td>2C.P4 Shoot and edit basic footage for a moving image production that demonstrates appropriate camerawork to convey intended purpose.</td>
<td>2C.M4 Shoot and edit footage for a moving image production that demonstrates effective camerawork and mise-en-scène to convey intended purpose.</td>
<td>2C.D4 Shoot and edit footage for a moving image production that demonstrates creative camerawork and mise-en-scène to convey intended purpose.</td>
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<td>1C.5 Summarise strengths of own digital moving image production.</td>
<td>2C.P5 Explain strengths of own complete, digital moving image production in relation to the original brief and purpose.</td>
<td>2C.M5 Analyse the extent to which own complete digital moving image production has fulfilled the brief and purpose.</td>
<td>2C.D5 Evaluate choices made during the production of a digital moving image product, including how they have enabled fulfilment of the brief and purpose.</td>
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THE BRIEF

You have been asked by your production company, Zed Studios, to plan and produce a new [short] horror film entitled *The Devil’s Playground*, which is set for release on Halloween night.

During the film, Zed Studios would like you to enforce the message of safety of teenagers around strangers (real-life and digital encounters).

The film must be between five minutes and seven minutes in length and should include all of the conventional elements of a horror film that will attract 14-16 year olds from the East London area.

Prior to the production of the film, you will have to pitch a proposal of your ideas to the company director, who will then pick the best idea for turning into a full-scale production.

*Retention (2011) – Under 18s winner of Best Film at the Bishop’s Stortford Film Festival.*
TASKS

TASK ONE

(Unit 2 = 1A.1, 2A.P1, 2A.M1, 2A.D1)

Create an illustrated slideshow that demonstrates your knowledge and understanding of the requirements of the brief.

Things to consider:
**Target audience** (WHO and WHY); **purpose of product** (WHAT and WHY); **platforms for distribution and consumption** (WHERE and WHY).

TASK TWO

(Unit 3 = 1A.1, 2A.P1, 2A.M1, 2A.D1)

Create an illustrated report that analyses and evaluates how key features are used in three different types of digital moving image productions – fictional, factual, promotional.

Things to consider:
**Key features** (purpose, target audience, genre, narrative, representation, mode of address, use of stars); **fictional** (film); **factual** (documentary); **promotional** (TV advertisement).

TASK THREE

(Unit 3 = 1B.2, 2B.P2, 2B.M2, 2B.D2)

Create an illustrated report that analyses and evaluates how the four technical micro-elements are used in a film.

Things to consider:
**Camerawork** (shot types / composition, shot angles, shot movement); **editing** (pace of cuts, transitions; special effects); **mise-en-scene** (characters, setting, lighting, costumes, props); **sound** (dialogue, music, narration, sound effects).
TASK FOUR

(Unit 2 = 1A.1, 2A.P1, 2A.M1, 2A.D1; 1A.2, 2A.P2, 2A.M2, 2A.D2)

In your production groups, you must develop a presentation that showcases three ideas for the short film. There must be a combination of verbal, visual and written ideas used throughout the planning and execution of the presentation. During the discussion of each idea, you must evaluate the potential of that specific concept.

Things to consider:
Three ideas for film; planning issues (logistics, resources, costs, legal issues, ethical issues); evaluation (pros and cons; final idea).
REMEmBER TO USE A MIXTURE OF: verbal ideas (meetings, recorded discussions); visual ideas (slideshows, mood boards); written ideas (plot outline, synopsis).

TASK FIVE

(Unit 2 = 1B.3, 2B.P3, 2B.M3, 2B.D3)

Now that you have discussed and finalised your idea for the film, you will need to conduct a pitch. A pitch is a proposal of your idea, with the aim of persuading an individual or company to fund / support your potential production. Again, try to use a mixture of verbal, visual and written material to present your ideas.

Remember, this task is recorded for moderation purposes. All members of each group must play an active role during the pitch.

Things to consider:
Formats (slideshow, script, audience hand-outs); clear verbal communication; clear visual and written structure.


**TASK SIX (A)**

(Unit 2 = 1C.4, 2C.P4, 2C.M4, 2C.D4; Unit 3 = 1C.3, 2C.P3, 2C.M3, 2C.D3)

You must now plan, design and undertake the following pre-production documentation:

i. Production schedule

ii. Budget

iii. Script

iv. Storyboard

v. Site plan(s)

vi. Risk assessment(s)

vii. Location release form(s)

viii. Talent release form(s)

ix. Call sheet(s)

REMEMBER to hold weekly meetings during the pre-production process, recording the discussions via minutes.

**TASK SIX (B)**

(Unit 2 = 1C.4, 2C.P4, 2C.M4, 2C.D4)

While designing all of your pre-production documentation, ensure that you create appropriate folders in which to store your work. It is recommended that you create folders for each individual task, supported by screenshots and explanations of why it is important to keep a systematic and organised portfolio of work.

**TASK SEVEN**

(Unit 3 = 1C.4, 2C.P4, 2C.M4, 2C.D4)

Using the ideas and pre-production documents that you have created, you must now begin **filming** and **editing** your trailer. All group members must contribute to the filming, direction and editing of the video. Ensure that you log the recorded footage via an **edit decision list**.

**Things to consider:**

*Purpose of video; target audience; continuity; variety of shots.*
TASK EIGHT

(Unit 3 = 1C.5, 2C.P5, 2C.M5, 2C.D5)

Now that you have completed your film, you must evaluate its effectiveness, as well as your own performance during the project. For the evaluation, you should look to utilise a variety of creative platforms – ideally, a different one for each topic.

Things to consider:

Aims of the brief (how production met requirements); planning (organisation, pre-production); strengths (what worked well); areas for improvement (what could have been better).

The Ring (2002)
## TASK DEADLINES

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<td>Portfolio hand-in</td>
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RECOMMENDED READING

Key:
Author (year), Title (edition), Publisher, City.
ISBN

Branston G and Stafford R (2010), The Media Student’s Book (fifth edition), Routledge, Oxon.
ISBN: 978-0-415-55842-6


ISBN: 978-1-305-25871-6


Film4 – www.film4.com/special-features/top-lists/top-50-horror-films
Short of the Week – www.shortoftheweek.com/channels/horror
The Sector Skills Council for Creative Media – www.creativeskillset.org
We Heart Horror – www.wehearthorror.com
WikiHow – www.wikihow.com/Make-a-Horror-Film