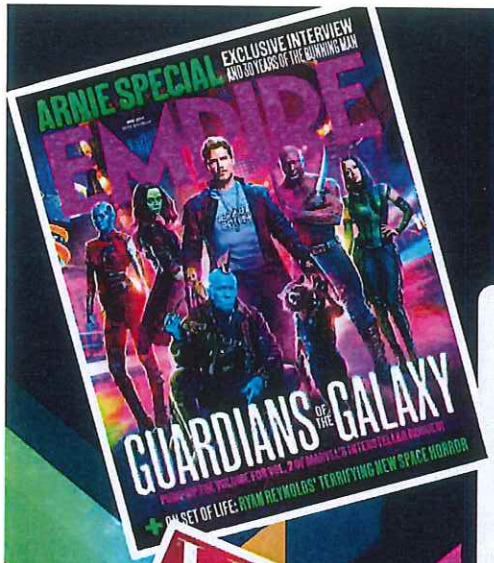


Introduction to BTEC Tech Creative Media Production

Connect: What are you going to be doing?

Component 1

- You will develop your understanding of how media products are created for specific audiences and purposes.
- You will explore the relationship between genre, narrative and representation in media products, and develop your understanding of how they are interpreted by audiences.
- You will extend your knowledge and understanding by deconstructing existing products in one of the three sectors: audio/moving image, publishing and interactive media.
- You will learn how media production techniques are used to create different effects to communicate meaning to audiences.

Component 2

- In this component, you will develop practical media production skills and techniques.
- You will have the opportunity to specialise in one or more of the following media sectors: audio/moving image,publishing and/or interactive media. You will take part in workshops and classes where you will develop practical skills and techniques.
- You will apply these skills and techniques to relevant pre-production, production and post-production processes when reworking an existing media product/s. Throughout your development, you will review your progress and consider how you can make improvements to your techniques.

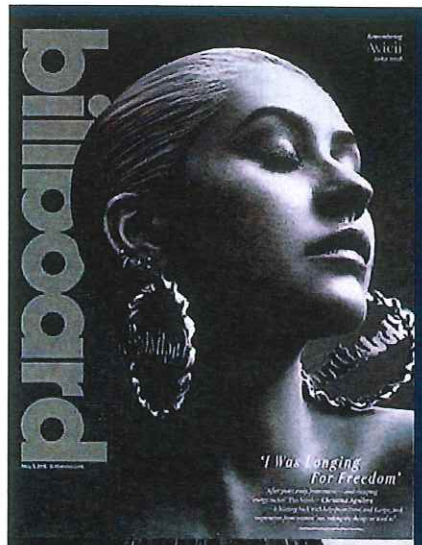
Component 3

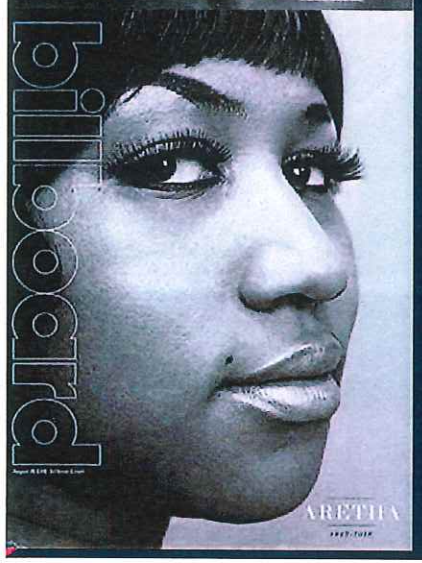
- In this component, you will respond to a client brief and create a product in one of the following media sectors: audio/moving image, publishing or interactive.
- You will interpret the client's needs and engage in the process of ideas generation, selecting and refining your ideas until you are satisfied that you have an idea that meets the requirements of the brief.
- You will undertake pre-production planning to demonstrate to the client how your ideas will be implemented within a planned media product.
- Throughout the pre-production process, you will need to monitor and review the effectiveness of your planning and intended outcome to ensure that your planned media product is fit for audience and purpose. This should enable you to make the necessary amendments and improvements to your proposed product as you enter the production stage of the process and create a suitable digital media product in response to the brief.

Our lessons together:

Lesson 1: Component 1.

Lesson 2: Component 2.





Homework:

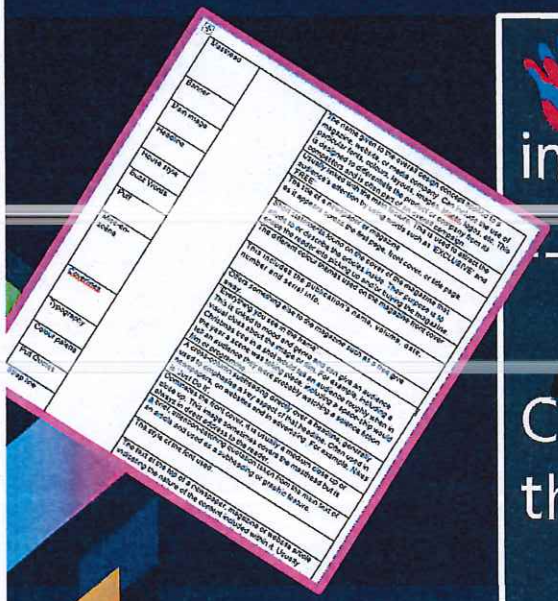
You have 2 weeks to buy a portfolio for your coursework.

Requirements:

- Must be A4 and have a dark cover.
- It must have WHITE paper around 50 pages.

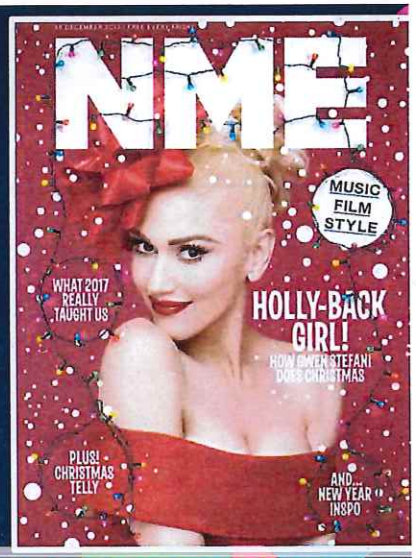
Speak to me if you have any problems.

Activate: Match the terminology to the correct definition.



Stuck? Try and find main image, colour palette first.

Stretch and challenge?
Complete the challenge task on the back of your sheet.



Demonstrate & Consolidate:

Demonstrate:

Annotate your front cover exploring the magazine terminology.

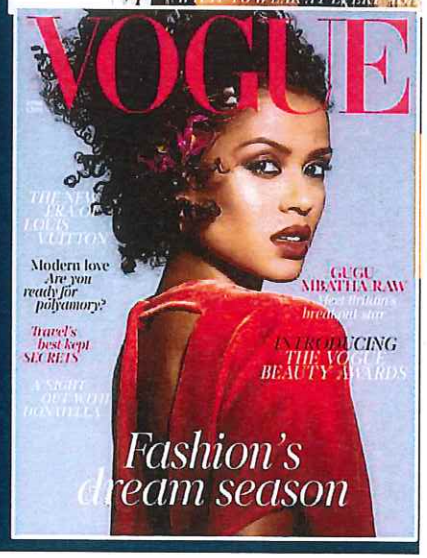
Consolidate:

Make detailed comments:

- ➔ Who are the target audience? How is the magazine attracting them
- ➔ Who/what is being represented?
- ➔ Symbolic meanings behind the 3-point colour palette.

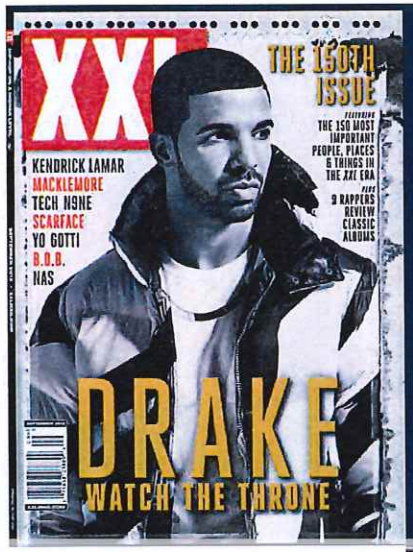
Stuck?

Use the worksheet to support you and start from the top of the magazine.



The Production Process

Learning Aim A: Develop media production skills and techniques

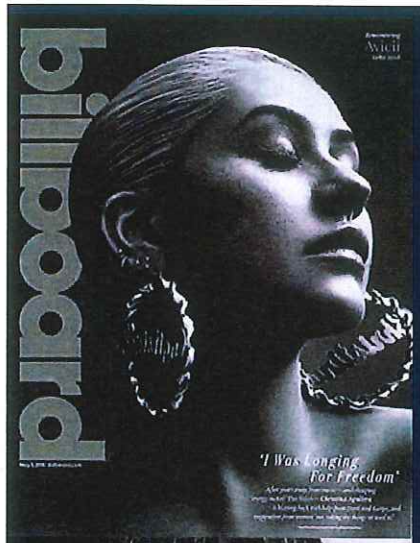


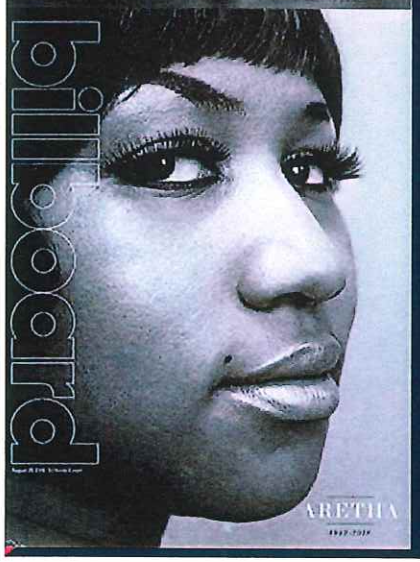
Learning Aims:

- ★ **Learning Aim A** will be assessed by means of an annotated portfolio of student experimental development work. This may have been produced by students in response to tasks during the delivery of Learning Aim A but should be compiled and annotated by students to show their development of media production skills and techniques.

- ★ **Learning Aim B** assessment will require students to apply the skills they have developed in Learning Aim A to devise and implement an idea to 're-imagine' or update an existing media product for a specific audience, e.g. by producing a version of an existing adult fashion or football magazine but aimed at teenagers. Students will also need to keep a log of the techniques used when undertaking this, including annotated screenshots of pre-production, production and post-production processes.

- ★ **Learning Aim C** assessment will require students to create a video, blog, presentation or written report analysing their development and application of skills and techniques. This will be informed by the production log and from feedback obtained from peers, teachers, audience members and others.





Connect:

Mindmap what skills & activities do you think is required when making a media product?

E.g Effective and meaningful planning.

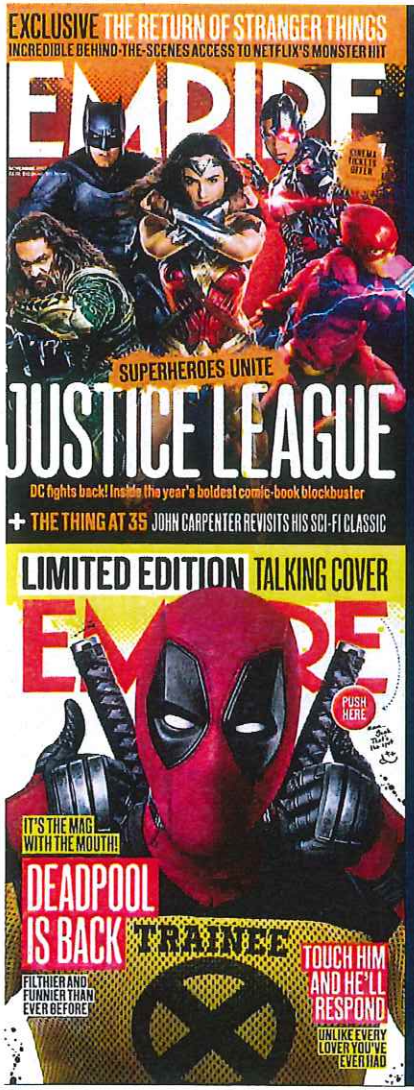
Skills and activities when making media products.

Activate: Pre- Production

Pre-production is a term which refers to the tasks undertaken before production begins. Exactly what is included in this stage depends on the medium and situation.

For feature films, pre-production is more specific and only begins when other milestones have been met such as financing, screenplay, casting and major staffing. In this case pre-production includes:

- Storyboarding
- Research
- Shooting list
- Location scouting
- Prop and wardrobe identification and preparation
- Special effects identification and preparation
- Production schedule
- Set construction
- Script read-through with cast, director and other interested parties



Production

In film and video, *production* refers to the part of the process in which footage is recorded. This is what most people imagine when they think of a film being made — actors on sets, cameras rolling, etc. The production phase is also known as *principal photography*.

In large feature films the beginning of the production phase marks the "point of no return", i.e. the point at which it is no longer financially viable to cancel the project. At this point it is almost always cheaper to continue until the project is finished than to deal with the financial fall-out of canceling.

Post- Production

Post-production is the third and final major phase of the production process. It is often referred to simply as *post*, e.g. "We can sort that out in post".

There are many things which can happen in post-production. Common tasks include:

- Editing video footage
- Editing the soundtrack, adding sound effects, music, etc.
- Adding titles and graphics
- Colour and exposure correction
- Adding special effects
- Re-shooting certain scenes if required ("pick-up" shots)

In some cases post-production is relatively straightforward, consisting of choosing and arranging footage in the correct sequence. In most cases however, post-production is a time-consuming job taking longer than the actual production phase

Demonstrate : List as many activities as you can that fit into Pre-production, Production and Post-Production.

Pre-Production	Production	Post Production
Eg. Mock-ups of designs.	Eg. Photoshoot	E.g. Pick up shots.

Consolidate :

Find some inspiration!

Find examples of magazines you are interested in.

You can buy magazines or just save copies of front covers and double page spreads from the internet.

Pre-Production Moodboards

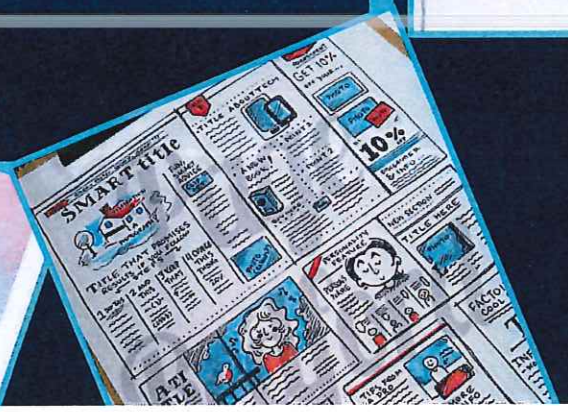
Learning Aim A: Develop media production skills and techniques

&

Learning Aim B: Apply media production skills and techniques

What are we going to do today?

Planning skills relevant to the publishing sector such as mood boards, house style, thumbnails, sketches, flat plans, design comps (comprehensive layout), mock-ups.



Connect:
How to create a mood board?

https://youtu.be/dkCzKvYmlIY

"AGEING IS AN EXTRAORDINARY PROCESS WHERE YOU BECOME THE PERSON YOU ALWAYS SHOULD HAVE BEEN."

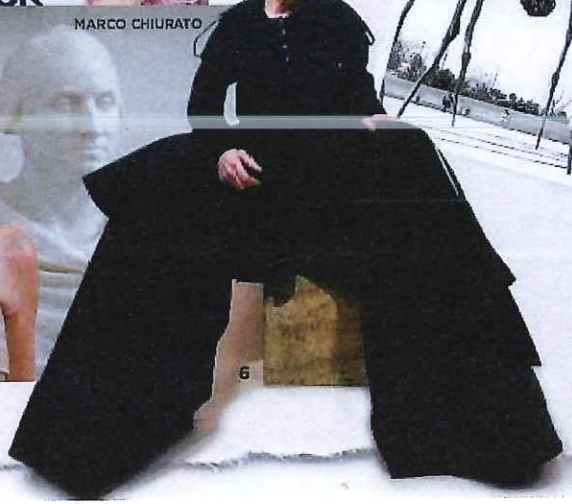
DAVID BOWIE

I'M TEEING OFF in a statement top, to order at www.fannykarst.com/advanced-style-x-fanny-kar

THE LONGER I LIVE, THE MORE BEAUTIFUL LIFE BECOMES.

FRANK LLOYD WRIGHT

MARCO CHIURATO



THIS MONTH THE MOOD IS:

OLDER

Activate: Using a selection of magazines. Identify as many different elements as you can that give the magazine, its particular style and which target a particular audience, e.g. content, colour, font.

Title of Magazine	Genre? How do you know?	Target Audience	Representation

Stop! Answer the following question:
What magazine are you going to re-imagine? If you are not sure then pick a genre of magazine.

Mood Boards

Demonstrate:

Design a detailed Mood Board for the magazine you are going to 're-imagine'. Eachmood board should include:

- ➔ images
- ➔ fonts
- ➔ similar magazine layouts
- ➔ Colours.

Consolidate: Write a reflection explaining how your ideas would engage your target audience.

Stuck? Use your inspiration magazines to help you make some initial ideas.

Pre- Production

Analysis of Existing Products

Learning Aim A: Develop media production skills and techniques

&

Learning Aim B: Apply media production skills and techniques

Connect Quiz

- Masthead
- Main Image
- Headline
- Buzz words
- Representation
- Mise-en-scène
- Coverlines
- Left-side third
- Skyline / Strapline
- Prominence / Celebrity endorsement
- Plug

Activate:
Label the techniques used in Empire and Vogue?

TASK 1: Analysing Existing Products.

1a. Detailed analyses of existing products, identifying representation, codes and conventions, target audience and institutions.

1x front cover, 1 x double page spread and 1 x contents page.

Stretch and Challenge: 1b. Reflections on existing product analysis, identifying the implications for your product: how will you use these ideas in your own planning/product?

DART

Student Example

Selling/ Strap line: the strap line is usually based on the top of the magazine and usually just above the masthead but in this magazine its [laced as a puff over the 'V' in Vogue.

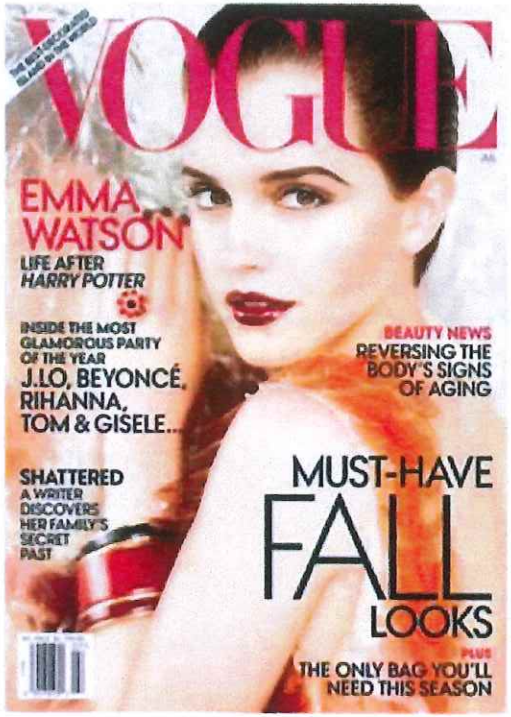
The model's name is in large typography as she is very famous and has many fans after the Harry Potter phenomenon, and as she has had her appearance changed, her hair cut,. It may be hard to recognise her.

The models lip colour corresponds with the title, the models name 'Emma Watson', her bracelets and some small headlines down the right hand side of the magazine. Her lips will be the main attraction in that will attract mainly male target audience. This links to Laura Maulvey's theory on 'Male Gaze'

Cover lines: the cover lines often relate to the main image, as the first cover line reads 'Life After Harry Potter'. The other cover lines relate to other famous celebrities, such as JLo, Beyonce, Rihanna, Tom and Gisele. The celeb names typography is quite large compared to the over text.

The main colour scheme in this magazine will be 'Burgundy', as it's a very feminine colour it will be mainly purchased by female target audience.

As Vogue is a monthly magazine it is quite expensive. That's why everything in the front cover is perfect, for example the cutting out of the model and the position of where it is placed. As seen its very less busy and spread out around the page with most information on the left side as it's the first side the audience see when it is placed on the shelves. The mise-en-scene of the magazine is told



This cover line reads 'The only bag you'll need this season' this may attract female target audience that follow Emma Watson's style and the 'Vogue' magazine trend.

Masthead: The name of the magazine is large and bold on the page; the bright red colour stands out to the person looking at the front cover. The reader would notice the name as it is also the logo for the magazine found on the website for the magazine also. This is also the logo of the magazine, which allows the reader to recognize the magazine. The typography of the masthead is serif as its very formal, the colour is pink therefore makes the target audience mainly females.

Date: to show when the magazine was released, usually referred only to the month and year. The date also shows that it is a monthly magazine.

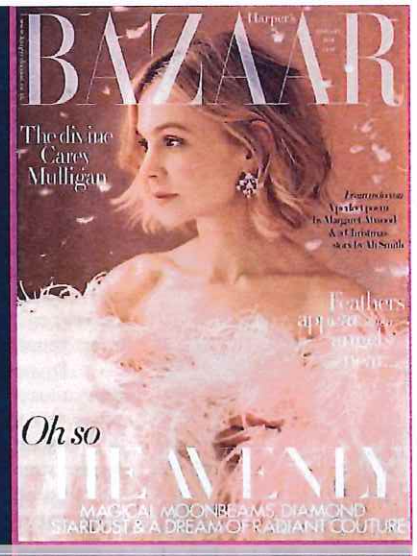
Main Image: Used to take up large amount of the page, bright colours used to attract reader and make the magazine stand out on the shelf. Which in this case the model used in the vogue magazine is 'Emma Watson' who is very famous actress 'Hermione' in the phenomenon Harry Potter. This is known to be the largest image in the magazine, its large and eye-catchy, so the readers are attracted which then makes them buy the magazine. Emma's eyes is looking directly at the audience.

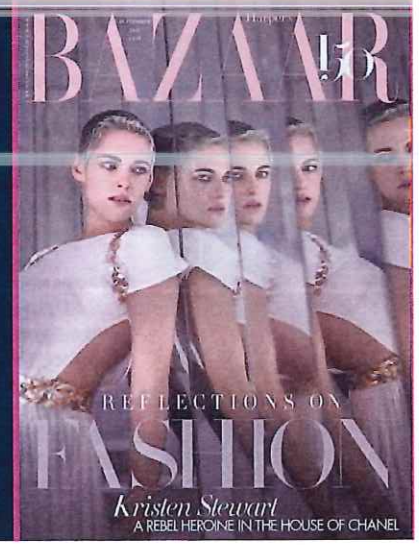
Cover Lines: Used to attract the reader so that they want to buy the magazine to read the article. The cover line acts as a summary of what the magazine editors feel are the most enticing features within the magazine.

Demonstrate and Consolidate:

Peer Assessment

1. Make a **key** and:
   - Highlight when they've used Media Terminology.
   - Highlight when they've clearly thought about their target audience.
   - Highlight when they've explored representation and institution.
2. Check for any phrasing/spelling/punctuation errors – does it make sense?
3. Choose their best sentence & circle it.
4. Write **why you chose** that sentence from the above criteria.





Pre-Production Thumbnails

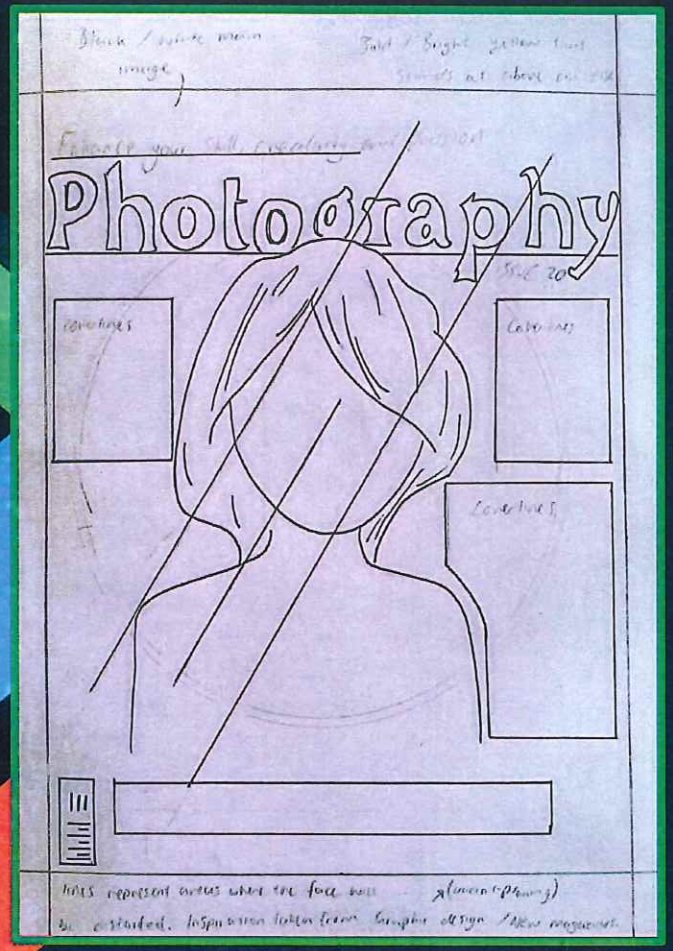
Learning Aim A: Develop media production skills and techniques

&

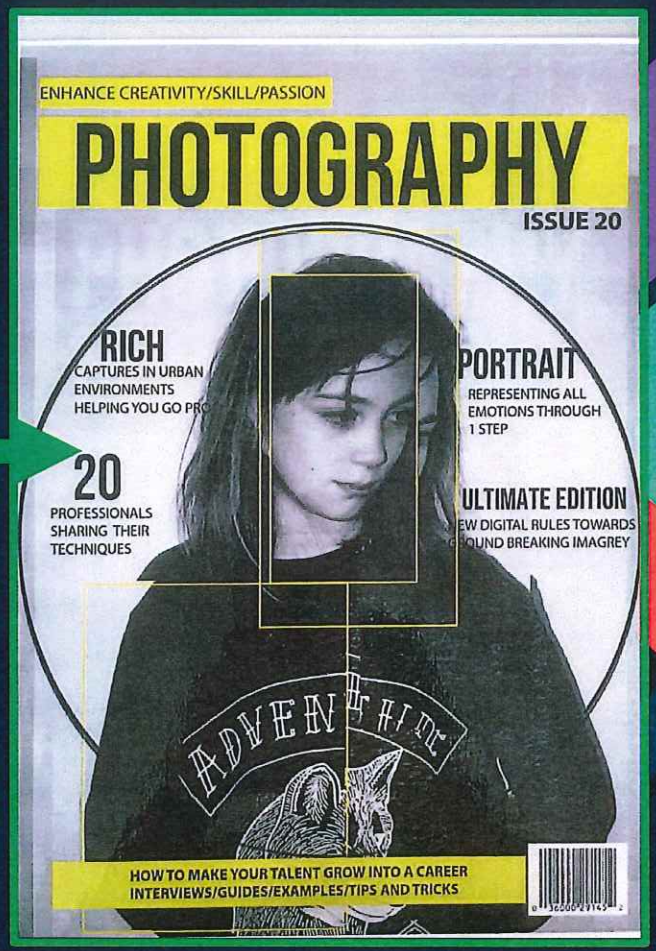
Learning Aim B: Apply media production skills and techniques

Connect: Thumbnails

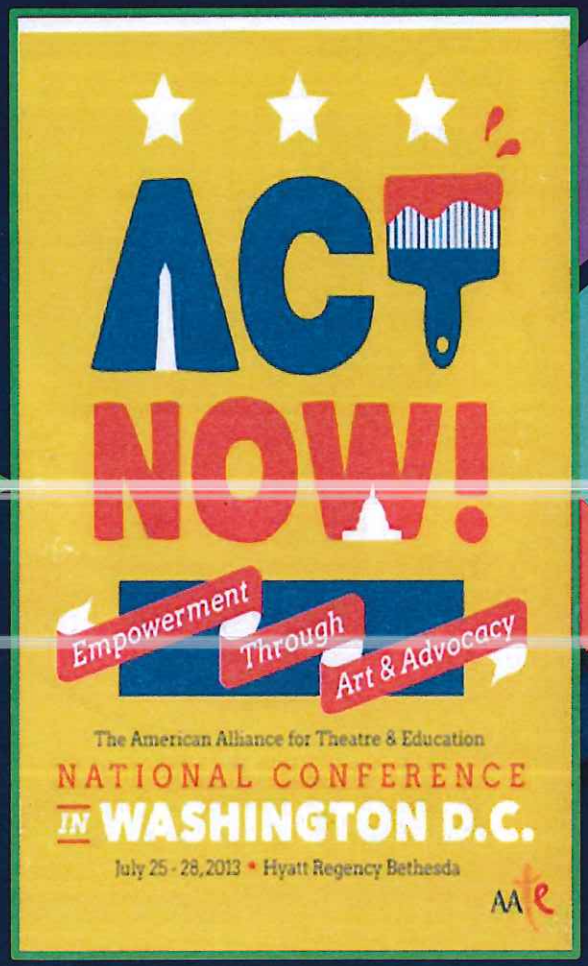
- Thumbnails are very small sketches that give a quick impression of the layout of a page, cover or double-page spread.
- Thumbnails can be used to create flat plans to show a quick overview of what will be on each page of a magazine.
- The following slides are excellent examples of how thumbnail ideas lead to a finished product.

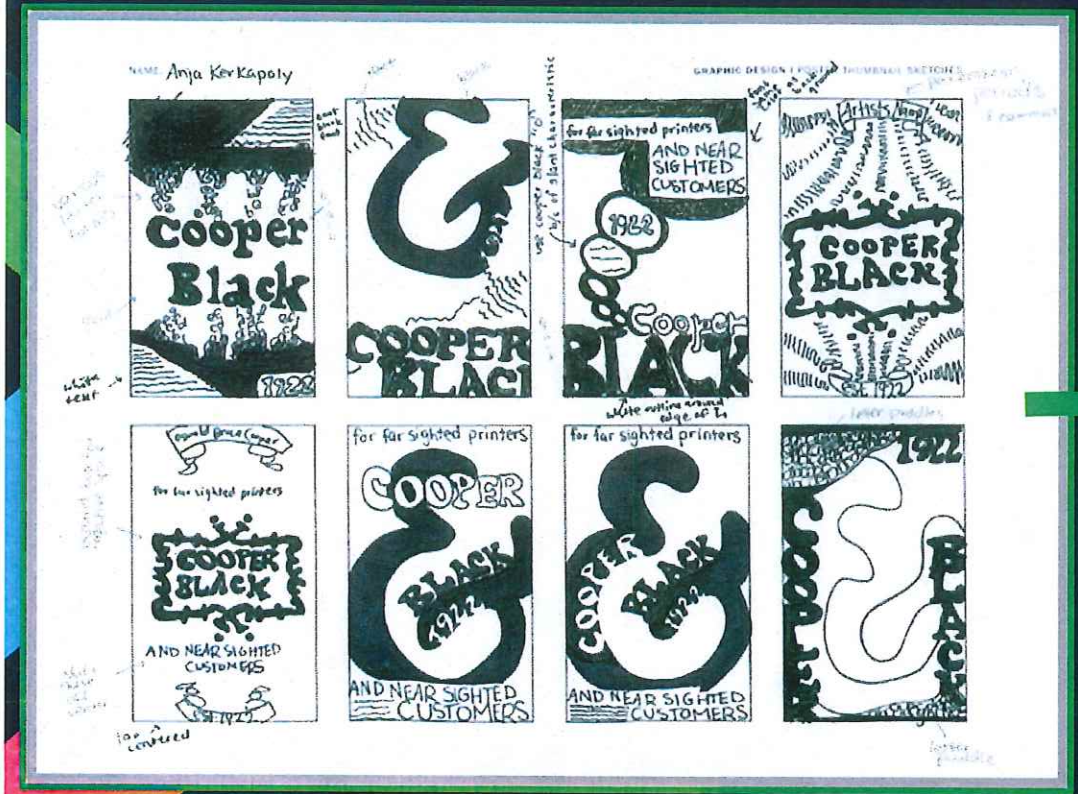


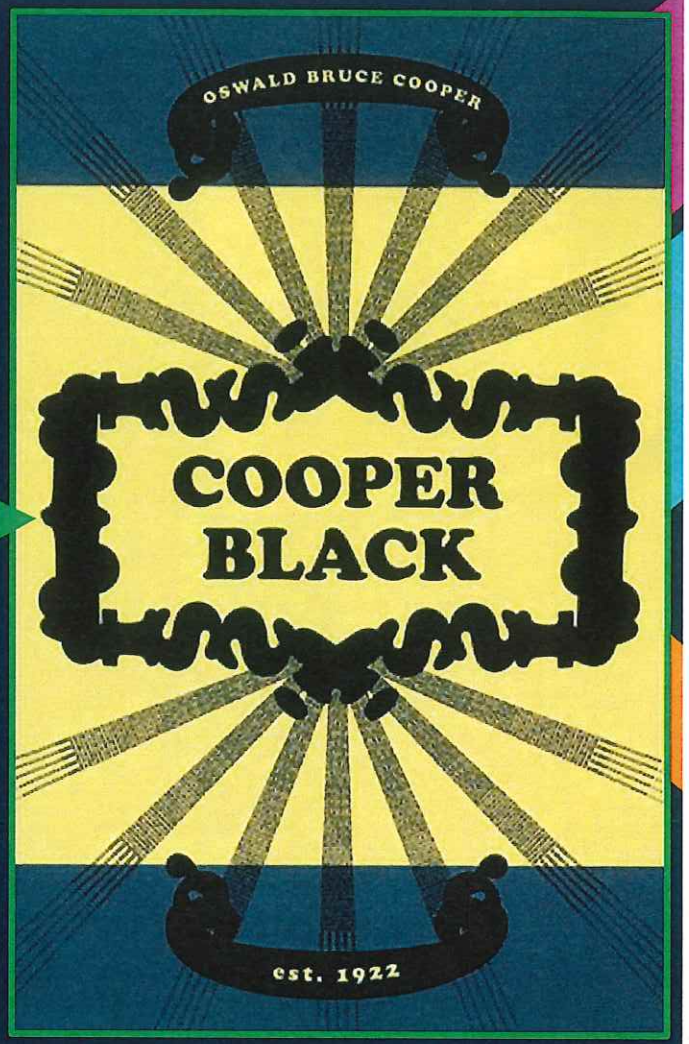
Activate:
What techniques are being used?



Activate: What techniques are being used?

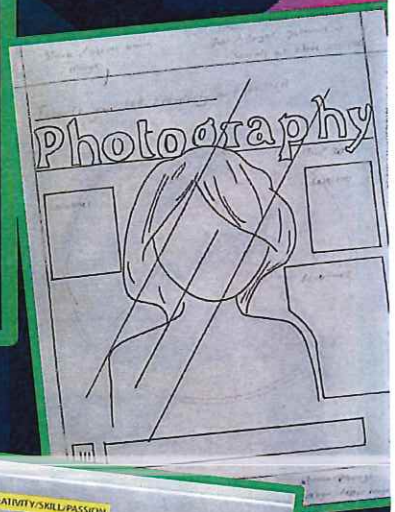






Activate:
What techniques are being used?

Demonstrate: Create several thumbnails of a front cover and two double-page spreads (DPS) based on your magazine.



Consolidate:

★ Write a reflection on your thumbnail, identifying the implications for your product: which thumbnail do you prefer? Why? Have you made any decisions on your final product?

Plenary:

Present your thumbnail in your folder

Pre-Production Article Plan

Learning Aim A: Develop media production skills and techniques

&

Learning Aim B: Apply media production skills and techniques

Connect: **Create a thought shower for the different articles you could include in your magazine.**

Winter fashion

- ★ Fashion trends to keep you warm in winter.
- ★ Winter favourites
- ★ Christmas Party dresses.

Fashion Magazine

Activate: **You have 10 minutes to write a plan for your main feature article.**

10:00

Stop

Success Criteria:

- You must write approx 250 words.
- Your article must link to the main feature on your front cover.
- Your article must be exciting and appropriate for your target audience.

Demonstrate: **Write your feature article for your magazine.**

Success Criteria:

- You must write approx 250 words.
- Your article must link to the main feature on your front cover.
- Your article must be exciting and appropriate for your target audience.

Consolidate: Self Assessment

1. Make a **key** and:

–Highlight when you have used buzz words/ quotes.

–Highlight when you have clearly thought about target audience.

–Highlight when you have used codes & conventions of the genre.

2. Check for any phrasing/spelling/punctuation errors – does it make sense?

3. Choose your best sentence & circle it.

4. Write **why you chose** that sentence from the above criteria.

Homework:

Correct any mistakes and makes improvements to your article.

Pre-Production

Logos

Learning Aim A: Develop media production skills and techniques

&

Learning Aim B: Apply media production skills and techniques

Connect: List the different brands you see.

Pre-Production

ACTIVATE:

1. On a piece of paper, design at least 5 logos for TeenScene production company.
2. Once you have completed your final designs, stick them into your GOB.
3. Write a reflection explaining why you have decided to pick your best logo. You must link it back to your target audience.

Production

Demonstrate: Design your final logo on Photoshop (if available).

Consolidate: Write a step-by-step guide to how you created your logo and explain in detail how it will engage your target audience.

Stuck? Use the photoshop help guide.

Pre-Production

Photography and Camera Angles

Learning Aim A: Develop media production skills and techniques

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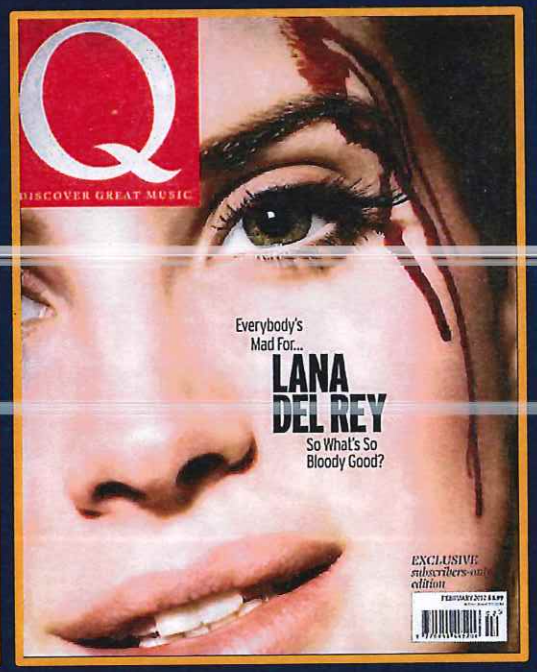
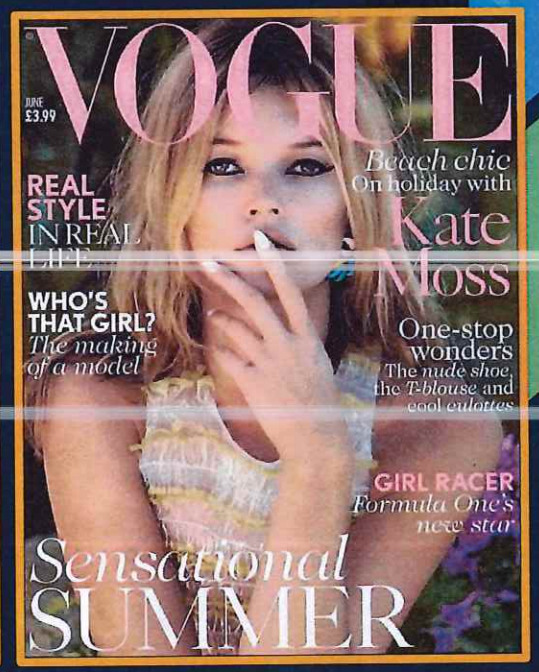
Learning Aim B: Apply media production skills and techniques

Connect: List the different camera angles.





Activate: Camera Angle Quiz.

Answer the following questions in your exercise book.

1. What type of shot is used to include everything in the frame? You might be able to identify more than 1 camera angle.
2. A certain angle can be used to make a character look more powerful?
3. When the camera moves alongside a character, what is it called?
4. A particular camera shot is used to show a character's emotion. What is it called?
5. What type of shot can be used to make a character look small and vulnerable?
6. When the camera moves in front or behind a character, what is it called?
7. When we see half a character's body in a shot, what is this called?

Demonstrate: Independently find magazine front covers that contain powerful imagery.

Portfolio Task:

Present your different images in your portfolio. Write a reflection exploring why you were engaged with the image.

Stretch and challenge: Explain the implications for your product. How have you been inspired? What will you do?

Consolidate:

Pick your favourite camera angle and write a 200 word reflection on how this research will impact your own product.

Homework:

- You must take at least 3 'test shots' to lesson.
- You are going to be editing your images during next lesson.
- Email the images to yourself of upload to your 1drive.