



Cambridge Technical Level 3 Certificate in Digital Media Production

Head of Department
Monique da Silva
m.da-silva@hereford.ac.uk

YEAR 1 OF DIGITAL MEDIA PRODUCTION

- Your first year will comprise of 3 Units and complete a **Certificate** in Digital Media Production.
[The equivalent of an AS Level.](#)
- Your second year will then comprise of a further 3 Units and you will then complete an **Extended Certificate** in Digital Media Production.
[The equivalent of an A Level.](#)
- This qualification is designed for students wanting to gain thorough knowledge, understanding and competencies for the Digital Media sector.
- The Certificate overall is graded **PASS, MERIT, DISTINCTION** and **DISTINCTION***
 - All units are graded **PASS, MERIT** and **DISTINCTION**
 - All units **MUST** be passed to pass the Qualification!

YEAR 1: CERTIFICATE IN DIGITAL MEDIA.

- Equivalent of 1 AS Level
- 3 Units in total. (1x90GLH – 50%, 1x60GLH 33%, 1x30GLH 17%)
- 50% **EXAM** and 50% **Internally Assessed**

UNIT 1 – MEDIA PRODUCTS AND AUDIENCES – MANDATORY **EXAM** UNIT (MAY 2022)
50%

UNIT 3 – CREATE A MEDIA PRODUCT 33%

UNIT 22 – SCRIPTING FOR MEDIA PRODUCTS 17%

Each unit grade links to a specific number of points:

- **UNIT 1** – MEDIA PRODUCTS AND AUDIENCES – MANDATORY EXAM UNIT (MAY)
(90)
- **UNIT 3** – CREATE A MEDIA PRODUCT (60)
- **UNIT 22** – SCRIPTING FOR MEDIA PRODUCTS (30)

In the Cambridge Technicals in Digital Media Units 1 and 2 are 90 GLH, Units 13, 19 and 21 to 24 are 30 GLH; all other units are 60 GLH.

| Unit GLH | Points table for units based on GLH | | | |
|------------|-------------------------------------|-------|-------------|--------------|
| Unit grade | pass | merit | distinction | unclassified |
| 30 | 7 | 8 | 9 | 0 |
| 60 | 14 | 16 | 18 | 0 |
| 90 | 21 | 24 | 27 | 0 |

Qualification grade table

OCR Level 3 Cambridge Technical Certificate (180 GLH)

The table below shows the points ranges and the grades that those ranges achieve.

| Points range | Grade | |
|--------------|--------------|----|
| 52 and above | Distinction* | D* |
| 50 – 51 | Distinction | D |
| 46 – 49 | Merit | M |
| 42 – 45 | Pass | P |
| Below 42 | Unclassified | U |

- **EXAMPLE** – **IF** you gained a Distinction in Unit 3, a Merit in Unit 22 and a Pass in Unit 1 you'd have 47 points therefore a **MERIT** overall.

This preparatory work will form the basis of your first assessment in Media Production.

UNIT 3 – CREATE A MEDIA PRODUCT.

- Here you will be completing either a MUSIC VIDEO or SHORT FILMS.
- 33% of your final grade in year 1.
- This unit is internally assessed and externally moderated by OCR.
- The learning outcomes for this unit are as follows:

| | |
|------------|--|
| LO1 | Be able to create a proposal with sample materials for an original media production to a client brief |
| LO2 | Be able to plan and develop pre-production materials for an original media product to a client brief |
| LO3 | Be able to create production materials for an original media product to a client brief |
| LO4 | Be able to carry out post-production techniques and processes for an original media product to a client brief. |

THE CLIENT:

Talent development scheme New Creatives encouraged artists aged 16-30 to push creative boundaries and reflect their experiences of living in Britain today.

Innovative new short films, audio and interactive works from young artists.

Talent development scheme New Creatives, over two years, gave 500 artists aged 16-30 the chance to develop their technical and creative skills and the opportunity to have their New Creatives commissions broadcast on BBC platforms.

The pieces commissioned in this included short films, music videos and expressive videos with topics ranging from immigration to mental health, explorations of gender, climate change, artificial intelligence, grief and love. New Creatives aims to give opportunities to emerging artists from backgrounds that are currently underrepresented in the arts and broadcasting, offering a unique platform for young, emerging artists to tell the stories they want to tell, bringing them to BBC audiences across BBC TV, radio and online.

We will use this as a basis to our first brief.

BRIEF:

New Creatives is looking for audio/visual products to build on a ‘New Talent’ collection working with new young talent around the country. They are after a plethora of audio/visual products to showcase, including:

- **Brief 1: Music Videos**
- **Brief 2: Short Films**

During this unit, you will need to **PROPOSE (LO1)** your project response to the brief, produce all **PRE-PRODUCTION (LO2)** planning for it, complete the **PRODUCTION (LO3)** of your project, then finally take it through **POST-PRODUCTION (LO4)**.

Client Brief 1

MUSIC VIDEO -

To create a Music Video for an artist or band of a genre (or sub-genre/ hybrid) of your choice which can be seen to belong to a subculture. Eg: Punk, Hip Hop, Indie, D&B etc.

The music video must be original, it can use an existing song (this doesn't need to be copyright-free) but it can't have an existing official music video attached to it and must be referenced. A cover version would be beneficial.

Target audience: mainstream audience with an interest in your chosen genre of music and subculture. Age must reflect this. 15-34.

Client Brief 2

SHORT FILM -

To create a fictional short film within a genre (or sub-genre/hybrid) of your choice.

You need to create a short film, 3 - 5 minutes in length. 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.

Target audience: The age must reflect the genre and content of your film. 15-24.

TASK 1

1. Decide on which brief you will be taking forward for Unit 3 – remember this is 33% of your grade in Year 1.
2. Produce some research into the genres you might want to work within.

Music Video's – Performance or Narrative Music video? What style and genre of music?

Short Film's – What genres?

3. Look at similar products and make notes on all the **CODES** and **CONVENTIONS** they use.

TASK 2

WHAT IS A PROPOSAL?

What does it need to include?

TASK 3

SECTION 1: FORM, GENRE AND PURPOSE

What is the **FORM** of your media product? What will producing this entail?

What will you need to include? What are the codes and conventions?

Watch a similar product and make notes.

What **GENRE**(s) does your media product belong to? What will make it identifiable to belong to that genre(s)? Discuss the codes and conventions that will make it recognisable.

The **PURPOSE** of a media product is important and carefully considered. More often than not media products will have more than one purpose. You need to carefully consider and justify/explain the purpose of your media product.

TASK 4

DENOTATIONS AND CONNOTATIONS

The basic and most obvious level of meaning is said to be its 'denotation' level of meaning, whilst any other associated or symbolic meanings are referred to as 'connotation' level of meanings:

- **DENOTATION**

This can be seen as the 'first level of meaning' of something – i.e. its simplest or literal level of meaning.

In which case a red rose is just a type of flower.

- **CONNOTATION**

The connotations of something relate to a second, deeper level of meaning - meanings that are suggested rather than literal. Connotations are produced from the way that we 'read' films and media and are influenced by a range of factors and the 'context' in which they are read (e.g. the genre).

How could you include connotations in your project?

TASK 5

SECTION 2: CONTENT

When describing the content of an Audio/Visual product you need to consider the following areas in your proposal. All areas must be discussed.

- **Mise-en-scène**
- **Camerawork**
- **Editing**
- **Transitions**
- **VFX/SFX/GFX**

MISE-EN-SCÈNE choices help create the **VERISIMILITUDE** for the audience. They are extremely important as they are the elements that we notice first. “**Mise-en-scène**” translated literally means ‘**everything in the frame/scene**’.

Mise-en-scène elements include:

- Location and set
- Props/ Iconography
- Costume and make-up
- Lighting:
 - *Low Key Lighting*
 - *High Key Lighting*
 - *Chiaroscuro Lighting*
 - *Natural Lighting*
- Colour design
- Positioning

Make notes on these areas in the next few pages:

MISE-EN-SCÈNE

Locations and Sets

Props and Iconography

Costume and Make Up

Lighting

Colour Design/Palette

Positioning/Body Language/Facial Expressions

CAMERAWORK is vital when planning your media product. The way in which a scene is filmed helps to determine who the characters are, the storyline and narrative, and it contributes to the overall verisimilitude and atmosphere of the production.

Camera Shots

Camera Composition

Camera Angles

Camera Movement

EDITING AND TRANSITIONS AND VFX/GFX/SFX

TASK 6

Compile the above into a Word Document and present it in the following way. This needs to be written in detail.

PAGE 1 - TITLE PAGE

YOUR NAME + PRODUCTION COMPANY NAME

- NAME OF THE VIDEO & SUITABLE IMAGE TO ACCOMPANY THE TITLE
- SUMMARY/DESCRIPTION OF IDEA

PAGE 2 – SECTION 1 - FORM, GENRE AND PURPOSE

CONTAINS:

- WORKING TITLE (+**LOGLINE FOR SHORT FILM**)
- DISCUSSION OF THE FORM AND GENRES
- PURPOSE OF THE VIDEO (PROMOTE? INFORM? ENTERTAIN? EDUCATE?) AND HOW YOU THINK IT WILL ACHIEVE THIS PURPOSE
- **FOR SHORT FILM ONLY** - BBFC RATING & WHY YOU THINK IT WILL ACHIEVE THIS
- THE OBJECTIVE OF THE VIDEO.

PAGE 3+ – SECTION 2 - CONTENT

CONTAINS:

- YOUR IDEAS FOR THE CONTENT OF THE PRODUCT, INCLUDING DETAILED EXPLORATION OF THE FOLLOWING AREAS:
 - MISE EN SCÈNE
 - CAMERAWORK
 - EDITING
 - TRANSITIONS
 - SFX/GFX