

Unit 7: Developing Video Products

Unit reference number: J/505/1499

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to provide learners with knowledge of the basic techniques and technology of video production and the skills required.

Unit introduction

The main emphasis of this unit is on the processes involved in video production work. The unit is likely to be delivered using digital systems.

After an initial investigation of video production techniques learners will work through the three stages of pre-production, production and post-production, to produce a video product. Learners could be encouraged to work as part of a team.

Essential resources

Resources should be available for learners to watch and take part in evaluating video programmes either in a group or an individual context. Appropriate filming equipment and editing resources must be available to the learner.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know digital video production technology and techniques	1.1	Identify digital video equipment	<ul style="list-style-type: none"> <i>Digital video equipment:</i> e.g. memory card, HD camcorder, SD camcorder, digital single lens reflex (DSLR)
		1.2	Describe digital video techniques	<ul style="list-style-type: none"> <i>Digital video techniques:</i> e.g. framing, shot type (close up, low angle), shot length; camera set ups, e.g. setting up the recording equipment in the correct way, e.g. using a tripod, positioning microphones
2	Be able to generate ideas for a video production	2.1	Collect information from different sources to generate ideas for a video production	<ul style="list-style-type: none"> <i>Sources:</i> e.g. viewing video productions, looking for stories, internet <i>Ideas:</i> message; subject; information to be communicated; story, e.g. drama, news item; style of video; audience, purpose; methods, e.g. mindmap ideas, gather visual references, drawings, thumbnail sketches; exploring professional practice
3	Be able to apply pre-production techniques	3.1	Prepare a plan to produce an agreed video production	<ul style="list-style-type: none"> <i>Planning:</i> factors, e.g. time lines, equipment lists, location, audience, budget, contingency, resources, talent, crew
		3.2	Prepare a storyboard for an agreed video production	<ul style="list-style-type: none"> <i>Storyboard:</i> methods e.g. hand-drawn or digital photos, shot length, shot type and annotations; sequencing
4	Be able to undertake production and post-production work for agreed video production	4.1	Choose equipment to produce agreed video	<ul style="list-style-type: none"> <i>Appropriate equipment:</i> e.g. camera, tripod, sound, lighting equipment

Learning outcomes	Assessment criteria	Unit amplification
	4.2 Demonstrate production skills while producing agreed video	<ul style="list-style-type: none"> • Skills: e.g. setting up, run through, shooting, logging shots
	4.3 Follow post-production processes for agreed video production	<ul style="list-style-type: none"> • Post-production: post-production practices, e.g. editing picture, editing sound, adding graphics, adding text
	4.4 Follow health and safety procedures	<ul style="list-style-type: none"> • Health and safety: working safely with electrical equipment and computers, e.g. video cameras, digital editing equipment; handling lighting; handling props
5 Be able to review own work	5.1 Collect feedback on work from different sources	<ul style="list-style-type: none"> • Collecting feedback: asking questions; listening to others; feedback from others, e.g. peers, tutor
	5.2 Review aspects that went well	<ul style="list-style-type: none"> • Format of review: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
	5.3 Review aspects that could be improved	<ul style="list-style-type: none"> • Performance: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is designed as an introduction to video production and as such should give the learner a basic understanding of professional practices whilst encouraging the learner to develop an interest through experimentation.

This unit requires the learner to think of and select ideas using investigation into professional work as a starting point, and then to plan and produce own video material. Owing to the nature of the work some production work can be team based. The learning programme should be balanced to allow for technical input (such as compositional elements of video and camera usage) and workshop time to give all learners an opportunity to experiment with different techniques and technology. When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed. Learners could revolve around production and post-production roles to ensure they can experience each area.

Investigation into how professionals working in video have used 'similar' resources should include visual enquiry and practical exploration. For example, learners could be asked to explore the source of an idea or a variety of camera angles or compositions that they have seen in professional work. Research could include a consideration of different styles of video production, from music video to documentaries, in developing an awareness of techniques and styles.

When producing video recordings the learner will need to use a range of resources. They will need to understand how to use recording equipment and techniques in an appropriate and safe way.

At this introductory stage learners should prepare pre-production work in response to an agreed brief or topic. Learners will need to be introduced to the importance of research and this can be initially tutor-led in the form of a range of video production examples. The learner should be encouraged to recognise the importance of pre-production and preparation as the key to successful video production work. Learners should be shown examples of storyboards and produce their own to gain an understanding of sequencing.

In response to an agreed brief or topic, the learner should demonstrate the skills they have learned to effectively produce a video production in whole or part form. They also need to understand the importance of health and safety during a production.

Learners should be encouraged to keep production notes or a blog to log the work they have achieved.

Note: while learners should have an awareness of, and may experiment with, post-production techniques, there is no requirement in this unit for them to produce final edited footage. However this unit could be linked to *Unit 11: Audio and Video Editing* and the footage generated could be used to form a basis for the work on that unit.

Learners are required to discuss both their experience and achievement in this unit. They may answer questions such as: What was achieved? How was it achieved? How could it be improved?

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor delivery – digital video equipment and techniques, shooting techniques, what to look for in professional work. Learners identify digital video equipment and describe techniques through discussion with the tutor or on a worksheet. (learning outcome 1) Group discussion – developing ideas for video production, sources of ideas. One-to-one discussion with the tutor to identify ideas. (learning outcome 2)
Investigation into professional work. Presentation of student findings. Tutor delivery – the production process and health and safety. Practical workshop – set up video production equipment. Mini-brief – work in groups to film a 30-second video about what learners like about the course. Practical workshop – introduction to editing and exporting video. Screening of learners’ work for mini-brief. Introduction to assignment – promotional video for school/college sports activities. Assignment Task 1 – generating ideas, planning, storyboard/scripting, shot choices. Assignment Task 2 – filming, capturing footage, basic editing and exporting including daily log of learner work. Screening of learner work for assignment. (learning outcomes 3 and 4)
Group discussion with peers and tutor to receive feedback and comments on own work. (learning outcome 5)

Assessment

To achieve a pass learners must demonstrate understanding and use of video equipment and techniques and be able to comment on the process appropriately. At this level the work produced should be an appropriate response but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify at least two types of digital video equipment and describe at least two types of video production techniques. This can be evidenced in the form of a presentation, completed worksheets or discussions with the tutor with a signed witness statement-

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas. Learners could present evidence of their research into these ideas in the form of a workbook, screen grab or blog, or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of brainstorming sessions, drawings and visual references.

To achieve assessment criterion 3.1, they need to put together a plan to produce a video, listing factors such as equipment to be used, location, style, planned audience and constraints such as timelines.

To achieve assessment criterion 3.2, learners need to prepare a storyboard for a video production agreed with the tutor which can be hand-drawn, use digital photographs with appropriate annotation e.g. framing, shot type and length.

To achieve assessment criteria 4.1, 4.2, and 4.3 learners should be observed selecting appropriate equipment and using appropriate skills for the agreed video production and then using appropriate post-production processes. Evidence for assessment criteria 4.1, 4.2 and 4.3 could be through checklists and logs produced by the learner, observation reports and witness statements, and the footage that is filmed and edited accompanied by a learner log of work achieved. Evidence for assessment criterion 4.4 could be in the form of photographs of the learner working safely and a signed witness statement to say that the learner has followed health and safety guidance.

For assessment criterion 5.1, learners must review the feedback they received and comment on how they might have changed their video product in the light of feedback. Learners could take part in a group discussion where learners show their video work and comment either live or through a director's commentary. To achieve assessment criteria 5.2 and 5.3 learners should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Suggested resources

Books

Millerson G and Owens J – *Video Production Handbook, Third Edition* (Focal Press, 2011) ISBN 9780240522203

Vineyard J – *Setting up Your Shots: Great Camera Moves Every Film Maker Should Know* (Weiss Productions, 2008) ISBN 9781932907421

Websites

www.mediacollege.com

Media college – educational and resource website for electronic media

<http://voices.yahoo.com/equipment-tips-beginner-broadcast-journalism-video-5386937.html>

Tips on video production