Unit 58: DVD Menu Design and Authoring

Unit code: Y/600/6626

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with the knowledge, understanding and skills required to design and produce DVD menus. These might be for a specific commission or as part of the production of their own DVD products.

● Unit introduction

The Digital Versatile Disc (DVD) format is becoming commonplace in the media sector. DVD provides so much more of an opportunity to produce the quality of image and sound so often lacking in tape-based formats. DVD also enables interactivity and allows for a range of additional material to be added to a project. Many feature film producers now provide 'extras' on their DVD products such as directors' commentaries, trailers, and 'how it was made' features. DVD can also provide an opportunity to add subtitles and a variety of dubbed languages. The graphic design element is important in the development of a DVD menu as still or moving images can be imported into a menu design as well as a choice of text styles.

The DVD formats provide an opportunity for learners to present their work in a new and exciting way. They can make a product and add extra features that demonstrate their skills in choosing material, re-editing and graphic design. Learners will be able to develop skills in designing the interactive elements of buttons and links to other material.

Authoring is the process of collecting audio, video, menus, subtitles and other material into an interactive branching structure that will eventually become a DVD, playable on a number of platforms.

Learners will be able to use the skills developed in this unit to prepare DVD menus and finished DVD products for their moving image work. Learners may be able to take on a commission from another learner or a client who wants their moving image product in an appropriate DVD format.

The DVD format allows learners to provide evidence of their evaluative skills as they may be able to add a commentary track to their product. This commentary track could provide them with a vehicle for talking about their choice of shot, style of editing or reasons for the initial idea.

This unit encourages learners to develop skills that will enable them to progress in the world of moving image and interactive media production.

● Learning outcomes

On completion of this unit a learner should:

1   Understand the applications and practice of DVD menu design and authoring

2   Be able to design a DVD menu for an application

3   Be able to produce a menu for a DVD.

Unit content

1 Understand the applications and practice of DVD menu design and authoring

Conventions: +R; +RW -R; -RW; dual layer; writing speed; audio; video; menus; additional features, eg subtitles, different languages, text-based material, Easter eggs, animations, DTS (Digital Theatre Systems), Dolby; printable discs; regional codes; copyright protection; parental controls

Functions and elements: buttons; still images (graphics, photographs); moving images (film, animation); text; sound

Uses and applications: moving image; interactive media; text-based files; image-based files; image slideshow; additional material; additional features

2 Be able to design a DVD menu for an application

Techniques: importing material; timelines; selecting images; selecting sound; creating text; chapterisation; links; rollover buttons; visual effects; sound effects

Technology: hardware; software; image manipulation; compression; digitisation

Elements: background; buttons (text, still images, moving footage); sound; graphics

Planning: ideas development; client liaison; time management; resources (time, budget, hardware, software)

3 Be able to produce a menu for a DVD

Production practices: client liaison; treatments; proposals; storyboard; scripts; schematics; production schedule; reviewing; modifying; copyright clearances

Elements: moving image material; sound material, eg music, voiceover; chapters; menu; additional material and features, eg commentaries, 'making of', production stills, crew and cast list, trailers; links to further material

Production: digitise content; import content, eg graphics, footage, sound; chapterising; design layouts; navigation; link content to menu; set first play; set end jump; set compression level; build and burn

Resources: time; budget; hardware; software; personnel, eg graphic designer, director, editor

Legal and ethical issues: copyright, eg images, music, text; regulation; classification; representation

Assessment and grading criteria

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 for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the applications and practice of DVD menu design and authoring with some appropriate use of subject terminology [IE]	**M1** explain the applications and practice of DVD menu design and authoring with reference to detailed illustrative examples and with generally correct use of subject terminology	**D1** critically evaluate the applications and practice of DVD menu design and authoring with supporting arguments and elucidated examples, consistently using subject terminology correctly
P2 design a DVD menu working within appropriate conventions and with some assistance [CT, SM]	**M2** design a DVD menu effectively showing some imagination and with only occasional assistance	**D2** design a DVD menu to a quality that reflects near-professional standards showing creativity and flair and working independently to professional expectations
P3 produce a menu for a DVD working within appropriate conventions and with some assistance. [CT, SM]	**M3** produce a menu for a DVD to a good technical standard showing some imagination and with only occasional assistance.	**D3** produce a menu for a DVD to a technical quality that reflects near-professional standards, showing creativity and flair and working independently to professional expectations.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

DVD material is now available in many forms as is evidenced by the recent developments in interactive DVD design and the growth of film distribution on DVD format.

The teaching of this unit could start by inviting learners to explore a wide range of DVD styles and content in order to develop an understanding of the way DVDs are put together. This should involve, first, getting to know the functions and design elements available to a designer of a DVD, second, looking at the way various codes and conventions are emerging in what is still a developing area of the interactive media industries and third, relating those codes and conventions to the different designs and applications of the DVD.

This might be done through a classroom viewing activity followed by discussion, or through learners investigating relevant material for themselves and undertaking presentations on the examples they have found.

The practical aspect of this unit is likely to be taught through workshop-type activities based around the italicised sub-headings of the content for the learning outcomes. Learners can then present their moving image work on DVD format and, if possible, undertake this on a number of different projects. They may also be able to work to a client's brief using their skills to produce a DVD of someone else's work.

Once they have been given a brief, learners should work individually to design an appropriate menu and prepare the material for authoring.

If working to a client brief, learners must have a dialogue with their client to develop ideas from the initial brief. They should experiment with ideas and give the client appropriate choices of style, format and techniques producing, if required, examples of their ideas.

Opportunities must be given for client and audience feedback on the menu design and suitability of the DVD programme.

Wherever possible, learners should visit DVD production companies or tutors should organise visits from DVD producers.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the teaching and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
Introduction to uses and applications: • conventions   • functions and elements   • applications.

Topics and suggested assignments and activities

Assignment 1 – DVD Menu Design and Applications

The brief is to produce an illustrated report on current practice in DVD menu design and authoring for a magazine.

Working in pairs, and using the form provided to record their findings, learners will:

- identify the range of DVD types and applications of DVD menus
- identify how these applications are authored
- research a range of DVD menu designs to identify:
  - ◊ the ways in which the designer has tried to provide a useful menu
  - ◊ the functions and elements present in the menus
  - ◊ additional features
  - ◊ sound requirements
  - ◊ the structure of the menus
  - ◊ why the producers have chosen to design the menus as they have.

Working individually, learners will:

- collate all research and notes
- obtain illustrations
- design DVD menus
- produce an illustrated report with examples of own menu designs.

Learners will keep a production log throughout their work on this assignment.

Introduction to DVD menu design.

Learners will have a series of lessons covering:

- techniques
- technology
- elements
- planning.

Assignment 2 – Design a DVD Menu

The brief is to produce a DVD menu for the college prospectus, which is being produced in DVD form as an experiment. The DVD is intended for Year 10 learners at the feeder schools.

Stage 1: learners will:

- identify the techniques to be used in the design (eg timelines, sounds, rollover buttons, imported images)
- experiment with these techniques
- create a folder of appropriate material to be used in their DVD menu design.

Stage 2: learners will:

- identify the technology used to create DVD menus (eg image manipulation, compression)
- experiment with these techniques
- create a folder of appropriate material to be used in their DVD menu design.

Topics and suggested assignments and activities
Stage 3: learners will: • identify the elements required for DVD menu design   • experiment with these elements   • create a folder of appropriate material to be used in their DVD menu design.   Stage 4: learners will: • identify the planning requirements for their DVD menu design using material provided by client (eg ideas development, time management).   Learners will keep a production log throughout their work on this assignment.
Introduction to DVD production: learners will do a series of workshops covering: • production practices   • sourcing and creating elements   • production stages   • resources and logistics   • legal and ethical issues.
Assignment 3 – Produce a DVD Menu.   Learners will: • liaise with client to discuss ideas   • obtain necessary elements (checking copyright where necessary)   • schedule the production   • complete production   • show finished DVD menu design to a client and audience focus group   • make changes, where necessary.   Learners will keep a production log throughout their work on this assignment.
Tutorial – learning and assessment review.

Assessment

Evidence for assessment

To achieve a grade for this unit, learners must provide individually generated evidence of achievement of the unit content.

The evidence for achievement of learning outcome 1 could take the form of an essay, a report, a presentation, an article for a magazine or a DVD producer's handbook that learners could use for reference when completing later tasks. Any oral presentations must be recorded for the purposes of internal and external verification.

Learning outcome 2 requires learners to produce a DVD menu design and evidence for achievement of the learning outcome will therefore consist primarily of records of planning and experimental work. Learners must keep careful records of all activities such as meetings or pre-production work undertaken. Their experimentation could be recorded as part of an electronic log in the form of a DVD.

Learning outcome 3 requires learners to produce a menu for a DVD project using appropriate formats and techniques. The finished DVD will therefore provide the main evidence for achievement of learning outcome 3, although production logs should be submitted as part of the evidence. As part of the production process, learners should show their work to a client or audience and make changes where necessary, documenting this process accordingly.

For some elements of this unit, and for some learners, a formal viva voce assessment might be appropriate. When more than one learner in a cohort is assessed in this way, care must be taken to ensure that all learners are asked equivalent questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. Formal vivas should be recorded for the purposes of internal and external verification and at least 50 per cent of such assessments must be internally verified.

Application of grading criteria

When applying the grading criteria, tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not exhaustive and the examples need not specifically be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must fulfil all the pass criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will describe the application of DVD menu design and authoring accurately but with limited detail. They will show some understanding of the forms of DVD products being produced and be able to identify, in a limited way, formats and techniques used. They will have some understanding of hardware and software systems. Evidence will show a basic understanding of technical terminology but learners will generally be unsure about this vocabulary and will make fairly frequent mistakes when they do use it.

P2: learners will show some evidence of designing an appropriate DVD menu. They will have used appropriate techniques and technology and will have taken account of the main requirements of the design process though in limited detail. Pass grade learners will typically not have identified potential problems with the design process.

P3: the finished DVD project will not fully realise the learner's intentions but it will have some sense of purpose and the deliberate application of technology and techniques behind its production.

P2 and P3: in terms of the aesthetic or imaginative qualities of their work, learners will not move beyond the conventional, but the conventions applied will be appropriate to the format within which they are working. Learners will need frequent assistance and support, though they will take note of and make use of this help when it is given. If they are in frequent need of such help but fail to make positive use of it, they should not be considered for a pass grade for this unit.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

M1: learners will go beyond simply describing the applications of DVD menu design and authoring and will talk about them in such a way as to show how or why they are used. They will be able to explain how relevant techniques and technology affect the design and production of a DVD project. Relevant examples will be given to support what is said, but learners will not elucidate these examples to show how they illustrate the point they support. They will have a clear understanding of the forms of DVD material being produced and be able to identify most of the formats, equipment, and techniques used. They will be able to identify hardware and software used in DVD menu design and authoring. Learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usage at times.

M2: learners will design an appropriate DVD menu and present clear evidence of the design process in appropriate documentation. Work will be approached methodically and with adequate preparation so that they will make accurate forecasts of the logistical requirements for their menu design process. Ideas will be worked out and presented neatly. Learners will identify potential problems with the design process and make plans to overcome these.

M3: the finished DVD project will recognise the needs of the client and audience. Learners will show facility and some confidence in relation to skills and the handling of equipment and the application of relevant techniques, and processes will be undertaken with care. Learners will demonstrate competent use of technology and techniques to produce the work.

M2 and M3: merit grade learners will still be working within recognisable generic conventions, but there will be some imaginative thought behind the work so that techniques and technology will be employed with some inventiveness. They will need little assistance, though typically they will still need some support when dealing with more complex technology or trying to apply more sophisticated techniques. Like the pass grade learner, they will benefit from such support.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1: when discussing the applications of DVD menu design and authoring learners will justify any points made using supporting arguments or evidence, develop ideas critically (that is, compare, assess and discriminate) and draw out of an example precisely what it is about it that exemplifies the point it illustrates. They will be able to clearly identify formats, equipment, and techniques used. They will have a comprehensive understanding of hardware and software used in menu design and authoring. Technical vocabulary will be secure and used correctly and confidently at all times.

D2: learners will demonstrate near-professional standards of practice in designing a DVD menu. They will use a wide range of appropriate documentation and efficiently monitor the whole design process. They will have made full and accurate forecasts of the logistical requirements of their menu design process which will include plans that take into account potential changes, contingencies and client and audience needs.

D3: the finished DVD project will achieve its intentions and meet the needs of the client and audience.

D2 and D3: learners will show creativity and flair in responding to the brief, demonstrating technical skills that approach professional standards. They will use their technical skills to realise their intentions not just with imagination but with ingenuity. Distinction grade learners will be capable of working autonomously and effectively. The term 'working independently' means that they are able to work on their own initiative, do not need constant support or supervision, give the work their full commitment, work positively and cooperatively with others, and meet deadlines. In other words, they have the kind of self-management skills that would be expected of them in a professional context. Note also that this criterion should not be taken to mean that learners do not seek advice or that they work without discussing things with their tutor, but rather that they are not dependent upon the support of others and that when they take advice they weigh it carefully for themselves.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – DVD Menu Design and Applications	Learners have been briefed to produce an illustrated report on current practice in DVD menu design for a magazine.	• All research notes and completed forms. • Production log. • DVD.
P2, M2, D2	Assignment 2 – Design a DVD Menu	Learners have been briefed to produce a DVD menu for the college prospectus, which is being produced in DVD form as an experiment. The DVD is intended for Year 10 learners at the feeder schools.	• Production log for design stage. • DVD of experimental work and initial ideas.
P3, M3, D3	Assignment 3 – Produce a DVD Menu	As above.	• Production log. • Minutes of meetings with client. • Completed DVD. • Notes from focus group. • Tutor observation records.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Interactive Media Production	Interactive Media Authoring
	Interactive Media Design

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Interactive Media and Computer Games as follows:

- IM1   Work effectively in interactive media
- IM2   Obtain assets for use in interactive media products
- IM3   Prepare assets for use in interactive media products
- IM8   Determine the implementation of designs for interactive media products
- IM10   Initiate interactive media projects.

Essential resources

Learners will need access to a wide range of DVD hardware and software of a professional standard.

Employer engagement and vocational contexts

It would be useful for learners to meet a DVD designer and ask them questions about the techniques they use. A visit to an authoring house would provide learners with some employer engagement.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers/.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei/– Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010) ISBN 978-1846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-1846907371

LaBarge R – *DVD Authoring and Production* (CMP Books, 2001) ISBN 978-1578200825

Laurel B – *The Art of Human/Computer Interface Design* (Addison Wesley, 1990) ISBN 978-0201517972

Rysinger L – *Exploring DVD Authoring: The Art and Technique of Designing Innovative Interactive DVDs* (Delmare, 2009) ISBN 978-1401880200

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are …
Independent enquirers	planning and carrying out research into the techniques of DVD menu design and authoring
	carrying out research to develop ideas for their own DVD menu designs
Creative thinkers	generating ideas and exploring possibilities for DVD menu designs
	trying out alternative ways of constructing their DVD menu designs, following ideas through to complete a design
	adapting their ideas as circumstances change
Self-managers	organising time and resources and prioritising actions when producing their DVD menu design, whether working on their own or in a group
	seeking out challenges or new responsibilities and showing flexibility when priorities change
	dealing with competing pressures, including personal and work-related demands
	responding positively to change, seeking advice and support when needed.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are …
Reflective learners	setting goals with success criteria for their DVD menu design work
	inviting feedback on their own work and dealing positively with praise, setbacks and criticism
	evaluating their experiences and learning to inform future progress
Team workers	if working in a group to produce a presentation, taking responsibility for their own role
	managing discussions to reach agreements and achieve results.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using DVD menu design techniques
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: ● text and tables ● images ● numbers ● records	preparing an illustrated report on DVD menu design
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	planning appropriate timings for elements of a DVD menu
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting work to peers, clients or tutors
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing illustrated reports.