

Lower Sixth Media & Film @Coulsdon

Summer Holiday work 2019

BTEC Creative Media Production

Summer research tasks



Media and Film @ Coulsdon

Student Handbook

Name:

Welcome to Media & Film @ Coulsdon

'The media' refers to the different channels we use to communicate information in the everyday world. 'Media' is the plural of medium (of communication), and the main media are:

Internet (online media), Television/Radio (broadcast media), Magazines/Newspapers (print media), Film, Music, Video Games

Advertising is also considered a medium, as it is a separate channel of communication of messages within other broadcast, print and online media.

Media Studies is the analysis of the images, sounds and text we experience via the media, and the effects these images, sounds and text have on us, the audience. It involves looking closely at individual media texts (such as movies, YouTube channels, TV shows, mobile phone games, pop songs etc.) and applying some of the following ideas:

As well as essays, research, and reports, Media Studies also involves practical work, where you learn the techniques involved for the production of your own media text.

You will have a choice between Our **30 Credit Certificate** is equivalent to one AS-level , and **Our Extended Certificate (NQF)** equivalent to one A-level .

I look forward to working with you and wish you every success at Coulsdon.

S Vladimir BOLLA

Head of Computing, Creative Media & IT

Pre-production Techniques, Digital Skills

Music Video, TV and Radio Advert & Research Tech.

You may choose ONE brief from the following:

Task 1:

Produce a video about the dangers of identity theft.

- The video must be no longer than one minute.
- The video should be saved in .mp4 format or a suitable alternative.
- Your video must include the following requirements: an interview with a victim of identity theft
- low key lighting for the interview medium shots of the interviewee
- at least one close-up of the interviewee at a dramatic point in the interview
- at least two graphics with facts about identity theft appropriate cutaways (B-cam footage) edited into the interview
- a J or L cut
- Tense background music.

Task 2:

Produce a podcast about the dangers of identity theft.

- The podcast must be no longer than two minutes.
- The podcast should be saved in .mp3 format or a suitable alternative.

Your podcast must include the following requirements:

- an intro to the podcast that mixes speech, music and at least one computer-related sound effect
- an interview with a victim of identity theft recorded through at least one microphone
- plosives either prevented during the recording of the interview or removed during editing
- a vox pop of three top tips to avoid identity theft
- ambient sound recorded on a digital recorder
- a music bed, covering part or all the podcast, that includes at least two different music tracks
- at least two fades
- reverb or delay.

Task 3

Produce a **website** about the dangers of identity theft. The website pages must be saved in .html format. Your website must include the following requirements:

- a home page and at least one linked page keywords relevant to identity theft included in the metadata an image slider for the home page.
- The image slider should have at least three images and include next and previous arrows for the user to scroll through the images.
- All the images should be in .jpg format and less than 400KB
- an email link to contact Your-Identity
- one of the linked pages should include copy about the story of a victim of identity theft
- a photograph to represent the victim's story. The photograph should be optimised for inclusion in the website
- an image with a hover overlay
- all the images in the website should include appropriate alt text.

Task 4

Produce some sample pages for an **e-magazine** about the dangers of identity theft. The e-magazine pages should be saved in **epub** format or a suitable alternative.

Your e-magazine sample must include the following requirements:

- a front cover and at least one linked page
 - one of the linked pages should include copy about the story of a victim of identity theft.
- The copy should be between 300 and 350 words and flow through more than one column
 - a photograph to represent the victim's story.
 - The photograph should be optimised for inclusion in the e-magazine.
 - Insert the image on the page and wrap the text (the victim's story) around the image
 - a pull quote from the victim
 - a running head (or header) to appear at the top of every inside page
 - source a video to include in the e-magazine. The video should be no more than 30 seconds and include an appropriate poster image and playback controls.

- a hyperlink to <http://www.actionfraud.police.uk/ID>
- a way to navigate between the pages.

Task 5:

Choose a genre of music, *e.g. Boyband, Punk, Rap, HipHop, RnB, Dance, Rock etc.*

Research three **music videos of that genre**, each by a different artist

Think about:

- *Narrative style (narrative, performance, concept*
- *Representation of gender, ethnicity, class and age*
- *Editing pace, montage / continuity editing?, effects and transitions used (symbolism)*
- *Cinematography: shot sizes, angles and framing (and what they show / symbolise)*
- *Mise-en-scene: Lighting (mood), colours (symbolism), performance, facial expression, body language, costumes (symbolism), settings (symbolism - and number of changes of settings)*

TASK 6:

> Identify how each of the acts has a distinctive **star image** (Consider what the star themselves brings to the music video, if you are analysing performance.

Think about how mise-en-scene and cinematography are used to establish this:

- *Mise-en-scene: setting, body language, costumes and make-up, lighting*
- *Cinematography: position of camera, framing, shot sizes, movement and angles*

Film studies

Task 1

There are a wide range of different film genres: detective, action/adventure, mystery, science fiction, horror, gangster, romantic comedy, musical, western, comedy, animation, drama etc.

Watch 3-5 films of differing genres and identify the components of each - referring to;

- ❖ Roles - roles of hero, heroine, sidekick, alien, monster, criminal, cowboy, mentor, detective, femme fatale, villain etc.
- ❖ Settings - the prototypical setting or world associated with a genre, for example: Western - wide open vistas of the western plains/dessert; Gangster: dark, urban, back-street settings; Science-Fiction: futuristic worlds etc.
- ❖ Imagery - certain prototypical, archetypal images (black = evil, vs. white = good) or symbols (the sheriff's badge, water as initiation) associated with a setting or world.
- ❖ Plot - basic synopsis, predictable narrative and sequences of events. For example, in a crime drama - the problem/solution structure
- ❖ Themes - What are the themes that you identified in the film?

Present your findings to the class in a 5-7 minute presentation.

Task 2

Keep a diary of all your media consumption over a 48 hour period.

- Write down the text, where & when you came across it and what you thought of it
- Include all the media you come across. E.g.: TV programmes, adverts, music you listen to, radio stations you tune into, websites you access, computer games you play, magazines / newspapers you read, etc.

