



# Faculty of Computing, IT and Creative Media

## BTEC Creative MEDIA Digital Production



## SUMMER ASSIGNMENT

Student Name:

# BTEC Creative Media Digital Production

## QUALIFICATION NAME:

BTEC Level 3 National Extended Certificate in creative Media

BTEC Level 3 National Certificate in Media production

**WEB LINK:** <https://qualifications.pearson.com/en/qualifications/btec-nationals/creative-digital-media-production-2016.html>

## UNITS TO BE COMPLETED FOR EXTENDED CERTIFICATE YEAR1:

- Unit 3: Digital Media Skills (**Externally set**)
- Unit10: Film Production- Fiction (coursework)
- Unit18: Storyboarding (coursework)
- Unit20: single camera techniques (coursework)
- Unit 21: Film Editing (coursework)

## UNITS TO BE COMPLETED FOR CERTIFICATE YEAR1:

- Unit 1: Pre-Production techniques (coursework)
- Unit2: Communication skills (coursework)
- Unit 26: Film studies (coursework)
- Unit 29: Music Video Production (coursework)

## Life during Lockdown

Since the advent of social media, never has there been a global pandemic that has required this large of a **lockdown** across the globe. The reasons for self-isolation are, by now, well-known – even if you don't have symptoms of Covid-19, and are young/of good health, it is your responsibility to ensure that you do not spread the virus to the at-risk members of society. Basically, stay home, kids. Yet, in today's digital world, being locked up does mean voiceless, and it's been interesting to see the role of social media evolve during what is a global crisis.

### **One edge of the sword**

The majority of Covid-19 information is from Media, and Many have largely relied on Media to point them at least in the right direction. Key words like Handwashing, KeepSafe, StayAlert trending throughout, with people sharing **videos** of correct technique from doctors, memes of politicians sneezing and then shaking hands, and

The conversation this has started about general **hand cleanliness** is, of course, alarming – were you not washing your hands before?

### **The other, dumber edge**

Then there's plenty of misinformation side, and it is part of why every piece of news or tip you see on social Media.

Your task is to produce a media product about **LIFE DURING LOCKDOWN**.

Your product can be in any style or genre and you will be able to decide the content and the extent to which you follow or challenge established conventions.

## You may choose ONE brief from the following:

### **Task 1:**

#### **Produce a video about life during lockdown.**

- 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 someone discussing their views/experiences of the lockdown.
- 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 the lockdown with appropriate cutaways (B-cam footage) edited into the interview
- A J or L cut
- Appropriate background music.

### **Task 2:**

#### **Produce a podcast about life during lockdown.**

- 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 another person 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 for getting back to normal life after lockdown
- 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 life during lockdown. 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 lockdown 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 the site
- One of the linked pages should include copy about the story of someone's experiences with lockdown
- A photograph to represent the person'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 life during lockdown. 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 someone's personal experiences of lockdown.
- 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 person's story) around the image
- A pull quote from the person
- 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 government information on the lockdown
- 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)*

> 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*

### **Task 6:**

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 in a 5-7 minute presentation**. You may use either **PowerPoint** with included voiceover, Prezi with included voiceover or create a **video presentation using video editing software of your choice**.