

2.2 Unit R081: Pre-production skills

Aims

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units.

Learning Outcome 1: Understand the purpose and content of pre-production

Learners must be taught:

- the purpose and uses for:
 - mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)
 - mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)
 - visualisation diagrams (e.g. for still images and graphics)
 - storyboards (e.g. for use with video, animation)
 - scripts (e.g. for a video production, voiceover, comic book or computer game)
- the content of:
 - mood boards
 - mind maps/spider diagrams
 - visualisation diagrams, i.e.:
 - images
 - graphics
 - logos
 - text
 - storyboards, i.e.:
 - number of scenes
 - scene content
 - timings
 - camera shots (e.g. close up, mid, long)
 - camera angles (e.g. over the shoulder, low angle, aerial)
 - camera movement (e.g. pan, tilt, zoom or using a track and dolly)
 - lighting (e.g. types, direction)

- sound (e.g. dialogue, sound effects, ambient sound, music)
- locations (e.g. indoor studio or other room, outdoor)
- camera type i.e.
 - still camera
 - video camera
 - virtual camera (e.g. for animations, 3D modelling or computer games)
- o scripts, i.e.:
 - set or location for the scene
 - direction (e.g. what happens in the scene, interaction)
 - shot type
 - camera movement
 - sounds (e.g. for actions or events)
 - characters
 - dialogue (e.g. intonation, loudness, emotion)
 - formatting and layout.

Learning Outcome 2: Be able to plan pre-production

Learners must be taught how to:

- interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)
- identify timescales for production based on target audience and end user requirements
- how to conduct and analyse research for a creative digital media product, i.e.:
 - o using primary sources
 - o using secondary sources
- produce a work plan and production schedule to include:
 - o tasks
 - o activities
 - o work flow
 - o timescales
 - o resources
 - o milestones
 - o contingencies.

Learners must be taught:

- the importance of identifying the target audience and how they can be categorised, i.e.:
 - o gender
 - o age
 - o ethnicity
 - o income
 - o location
 - o accessibility

- the hardware, techniques and software used for:
 - digitising paper-based documents
 - creating electronic pre-production documents
- the health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)
- legislation regarding any assets to be sourced, i.e.:
 - copyright
 - trademarks
 - intellectual property
- how legislation applies to creative media production, i.e.:
 - data protection
 - privacy
 - defamation
 - certification and classification
 - use of copyrighted material and intellectual property.

Learning Outcome 3: Be able to produce pre-production documents

Learners must be taught how to:

- create a:
 - mood board
 - mind map/spider diagram
 - visualisation diagram or sketch
 - storyboard
- analyse a script (e.g. scenes/locations, characters, resources and equipment needed).

Learners must be taught:

- the properties and limitations of file formats for still images
- the properties and limitations of file formats for audio
- the properties and limitations of file formats for moving images, i.e.:
 - video
 - animation
- suitable naming conventions (e.g. version control, organisational requirements).

Learners must be taught how to:

- identify appropriate file formats needed to produce:
 - pre-production documents
 - final products in line with client requirements.

Learning Outcome 4: Be able to review pre-production documents

Learners must be taught how to:

- review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)
- identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).

Assessment guidance

During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.