

Core Production Skills



2019-20

HPMF4001

Core Production Skills (HPMF4001)

Level 4 module – 20 credits

Teaching is by lecture and hands-on tutorial workshop.

Lecture:

Monday 10:00 – 13:00 TL12 (Mac Lab)

Tuesday 9:00 – 12:00 TL12 (Mac Lab)

Wednesday 10:00 – 13:00 TL12 (Mac Lab)

Module Tutors

Dr Brett Aggersberg (b.aggersberg@uwtsd.ac.uk)

Dr Matt Jones (matthew.jones@uwtsd.ac.uk)

Mr Krishen Nagar (krishnagarphotography@hotmail.com)

Mr Geraint Radford (hello@geraintradford.com)

Ms Sharron Harris (sharron@curiousostrich.co.uk)

Please make an appointment with your tutor for a tutorial if you have additional questions not covered in the sessions. If you need to consult the course team urgently, please email the staff member concerned.

Audio Visual equipment should be booked out at least 48hrs in advance.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

MODULE AIMS AND LEARNING OUTCOMES FOR ASSESSMENT

AIMS

- To provide an understanding of the core concepts and techniques involved in the planning, executing, and publishing of media production work.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate knowledge of the underlying concepts and principles associated with media production techniques through the development of a creative portfolio.
- Evaluate the appropriateness of different approaches to solving problems in media production.

CONTENT

- Within the context of professional practice students will explore a range of media production skills, which will be transferable to future projects, including photography, processing of images, video, audio, and online profiles.
- Creative experimentation with a range of media types.
- Consideration of their production workflow and effectiveness in communicating intended ideas.
- Students will apply their developed understanding through a series of briefs with appropriate research and planning.
- The briefs will guide the development of a production portfolio that will consist of components that reflect the requirements of the contemporary media industry.

Transferable Skills:

Note-taking, oral expression, research skills, communication, evaluative and analytical skills, peer reviews, appropriate use of social media, and media production.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

Timetable:

The module is taught over a 4 week period with 3 lectures a week, and a final week is provided for support. Each class will last for three hours. There will be a Reading Week in week six.

The following software will be used on this module:

Adobe Audition, Adobe Premiere, Adobe Spark, YouTube, LinkedIn, Instagram, Adobe Photoshop, Adobe Lightroom. Other software will be recommended each week.

READING LIST

Module Code	HPMF4001
Module Title	Core Production Skills
Classification	Reading List entry
Essential	Barnbaum, B. (2014) <i>The Essence of Photography: Seeing and Creativity</i> . Santa Barbara, CA: Rocky Nook.
Essential	Davies, R. & Sigthorsson, G. (2013) <i>Introducing the Creative Industries</i> . London: Sage.
Essential	Jago, M. (2018) <i>Adobe Premiere Pro CC</i> (Adobe Classroom in a Book series). San Francisco: Peachpit Press.
Further	Adobe Creative Team (2013) <i>Adobe Audition CC</i> (Adobe Classroom in a Book series). San Francisco: Peachpit Press.
Further	Bamford, N. (2012) <i>Directing Television: A Professional Survival Guide</i> . London: Bloomsbury.
Further	Barnwell, J. (2017) <i>Production Design for Screen</i> . London: Bloomsbury.
Further	Cleave, B. (2017) <i>Film Production Management: How to Budget, Organize and Successfully Shoot your Film</i> . Oxon: Routledge.
Further	Coles, L. (2017) <i>Social Media for Business: Foolproof Tips to Help You Promote Your Business or Your Brand</i> . Chichester: John Wiley & Sons.
Further	Faulkner, A. (2017) <i>Adobe Photoshop CC</i> (Adobe Classroom in a Book series). San Francisco: Peachpit Press.
Further	Keimig, L. (2015) <i>Night Photography and Light Painting: Finding Your Way in the Dark</i> . Oxon: Focal Press.
Further	Thurlow, C. & Thurlow, M. (2013) <i>Making Short Films: The Complete Guide from Script to Screen</i> (3 rd ed.). London: Bloomsbury.

Students will be directed to appropriate online resources over the course of the module.

The bibliography is subject to change depending on available software and associated texts.

MODULE OUTLINE

You will be expected to conduct non-assessed tasks as part of your development on this module.

Week/Session	Session Theme	Activity/Notes
1/1 11 Nov	Introduction to module.	Intro to photography skills and module assessments.
1/2 12 Nov	Krish Nagar- Guest Lecture	Introduction to the work of Krish Nagar and photography techniques. Introduction to Adobe Lightroom / Photoshop Skills.
1/3 13 Nov	Krish Nagar / Matt Jones	Poster- Development of Ideas. Adobe Lightroom / Photoshop.
15 Nov	Ross Grieve- Studio Workshop visit A site visit to work in Ross Grieve's studio. Introduction to the work of Ross Grieve and photography techniques.	The bus will leave campus at 9am. Please arrive 15 minutes before this and bring an SD card.
2/1 18 Nov	Krish Nagar	Adobe Lightroom / Photoshop.
2/2 19 Nov	Geraint Radford- Guest Lecture	Students to show work in progress
2/3 20 Nov	Development of Title Sequence	Cinematography and Techniques For Creative Titles
3/1 25 Nov	Sharron Harris Sound Production	Matt Jones Music In Film Title sequences
3/2 26 Nov	Sharron Harris Sound Production	Developing audio- recording techniques
3/3 27 Nov	Adobe Spark and Editing Workshop	Developing portfolio content. Chromakey in Photoshop and Premiere. Photoshop masking. Audio Editing in Premiere.
4/1 2 Dec	Video Editing Workshop	Premiere: editing to the beat, Colour Grading, Filters, and Exporting
4/2 3 Dec 1-3:30pm	Princes Trust Entrepreneurship Day	Event in Y Llwyfan
4/3 4 Dec	Sharron Harris Sound Production TBC	Developing audio- editing/mixing techniques Alternative: Workshop including video editing advice Students to show work in progress Group review of portfolio.
1:30pm 9 th Dec 1:30-4pm	AV Collaborative Day With BA Dance. Filming/Photography BTS/Promo	A workshop event exploring the potential collaboration between film and media auctioneers and dance professionals. You are encouraged to film some of the day to use in your vlog as BTS.
	ASSESSMENT DEADLINE All assessment components to be submitted by this date	Final Assessments Due 5pm Friday 10th January 2020

This schedule is subject to change and students are advised to check Moodle for the latest module information.

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LEVEL 4 ASSESSMENT SPECIFICATION

Module:	Core Production Skills		
Module code:	HPMF4001	Contribution to Overall Module Assessment (%):	100
Lecturer:	BA	Internal Verifier:	MJ
Assignment Title:	Portfolio	Word count (or equivalent):	4000
Submission deadline:	10/1/20	Return date of provisional marks & written feedback:	7/2/20
Submission method:	The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit on Moodle. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- Demonstrate knowledge of the underlying concepts and principles associated with media production techniques through the development of a creative portfolio.
- Evaluate the appropriateness of different approaches to solving problems in media production.

TASK DESCRIPTION

Assessment (100%): Portfolio (work to the equivalent of 4000 words)

- Photography Presented as a Promotional Poster including research, development and critical self-reflection;
- Title sequence including moving images, text and score and a critical self-reflection. 30-60 seconds duration.

All work should be coherently organised into an Adobe Spark page. Video should be uploaded to Youtube and embedded into the Adobe Spark page at the appropriate point. The hyperlink to the Adobe Spark page should be submitted in a Microsoft Word document Links and online material must remain live until at least the summer exam board in June. The file should be labelled in the following way-

StudentNumber_ModuleCode_AssignmentNumber

(An example would be 190000_ HPMF4001_1)

The portfolio should demonstrate the connection between theory and practice through academic rigour, media industry principles, and the implementation of new media technology within the creation and reflection of project work. Tasks will be set early on, but will be due in at the end of the module and should be developed throughout the duration of the module.

The aim of the module and assessment is to develop a short portfolio of media content, concentrating on photographic and video material, that demonstrates theoretical and practical research has been carried out to inform the delivery of a media portfolio.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Research

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You should explore a range of potential research sources and include evidence of how the most import ones have influenced your work.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

You should demonstrate your knowledge of the equipment and methodologies and the industry context of your work.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Your research notes and self reflection should describe your thought process and how you have implemented new knowledge into your work.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do

they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to being a professional should be acknowledged. Your work should fully engage with taught and additional techniques appropriate to the task. Particular attention should be paid to the aesthetic qualities of the work including focus, camera movement, exposure, sound quality, and editing technique.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Where relevant you should acknowledge skills that you have acquired and how they may be used in other situations such as good research and planning, quality of presentation, punctuality, proof reading, and recognition of industry standards.

FEEDBACK

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers using the module message board on Moodle.
- Informal comments and responses to pitches and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms.

You will have an opportunity to discuss your feedback with your tutor.

Feedback will be returned on assessed work within 20 working days of submission.