

## CURRICULUM LINKS

**MEDIA STUDIES** - Demonstrate the ability to plan and construct media products using appropriate technical and creative skills

- Apply knowledge and understanding when analysing media products and processes and evaluating their own practical work, to show how meanings and responses are created

- Consider specific audiences and how they are going to target them, both in terms of the content of the production pieces and the relevant platforms

## LEARNING OUTCOMES

Students to produce a cross-media product for an intended audience.

## SPECIFICATION

Demonstrate the ability to plan and construct media products using appropriate technical and creative skills.

## RESOURCES

**Worksheet 1** TV jobs research worksheet

**Worksheet 2** Storyboard worksheet

**Worksheet 3** Shot List

**Worksheet 4** Shot size worksheet

**Worksheet 5** Mise-en-scene planning worksheet

**Worksheet 6** Interview questions worksheet

## INTRODUCTION

- ★ Before your visit, you looked at some of the narrative elements to create a TV episode along with narrative theories.
- ★ During your visit, you saw how lots of different departments and elements came together to bring a script to life. This included lighting, hair and make-up, special effects and props.
- ★ Now, we are going to look at the jobs people have within TV. There are also resources to support coursework in making a filmed production.

## STARTER

- ★ Ask the pupils to discuss what they remember about their visit to the Emmerdale Studio Experience. Ask them to list all the different job roles they think might be involved. Explain to the pupils that they are going to carry out research into some of the jobs that are required to make a TV show. They will consider how the job roles impact on the physical production of Emmerdale and the production company as well as ITV. For example, budgets, brand, and representation to the target audience.
- ★ Give out the **TV jobs research worksheet** and ask them to research:
 

• Director	• Costume Designer
• Producer	• Runner
• Hair and Make-up Designer	• Location Manager
• Storyboard Artist	
- ★ Set the pupils the challenge of discovering 3 responsibilities that each job role entails. Ask them to decide on their favourite job role and explain why.
- ★ Explain to the pupils that they are going to create their own media product as preparation for, or as part of the creation of their cross-media product. They should consider how different media products interact with Emmerdale, for example, magazines, advertising and the visitor attraction of the Emmerdale Studio Tour.



- ★ Pupils should carry out research into ITV as a media company and its business relationship with “Emmerdale” and other productions.

## MAKING MEDIA

Follow the brief provided by the specification from your exam board, use the information below to support the teaching and learning for the creation of the coursework. Pupils need to plan and script their story and decide what their film is about. They will need to create a script with the following plan:

- Pitch** - Pupils to come up with a story idea of 25 words or less and then ask them to pitch it (speak it) to the rest of the class in turns. This can be the basis for their media product.
  - Script** - The media product should contain three sections – Beginning, Middle and End. This could include:
    - The set up.
    - The problem or issue.
    - The resolution.
  - Setting** - Where is their film set? Is it in the classroom or somewhere else?
  - Shot sizes** - When they are planning their film, use the Shot Sizes worksheet to understand the way that they film using:
    - Close Up
    - Mid/Medium Shot
    - Long Shot
    - High Angle Shot
    - Low Angle Shot
    - Over the Shoulder Shot
  - Storyboard** - Plan their film by drawing out the story in pictures – like a comic strip, using the **shot size worksheet** and **storyboard template** to plan how the film will look.
  - Shot List** - Use this to plan what they want to film.
  - Costume Design** - What are the characters in the film going to wear? Use the **worksheet** to design the costumes.
  - Make-Up** - Pupils can design what the character is going to look like using the **make-up worksheet**.
  - Interview techniques** - Ask the pupils to write a series of questions if they want to make a documentary. They can practice the questions on each other. Use the **Practice Video Activity worksheet** to give the pupils ideas.
- ★ To support their planning, ask them to fill in the Mise-en-Scene Worksheet to clarify the decisions they have made and the focus on the target audience for their media product.
  - ★ When the pupils have planned and prepared, they can film their script using school cameras or ipads either as preparation or for the coursework.
  - ★ Ask pupils to analyse their planning and media product using the narrative theories from the pre-visit work.