



Level 2 Media

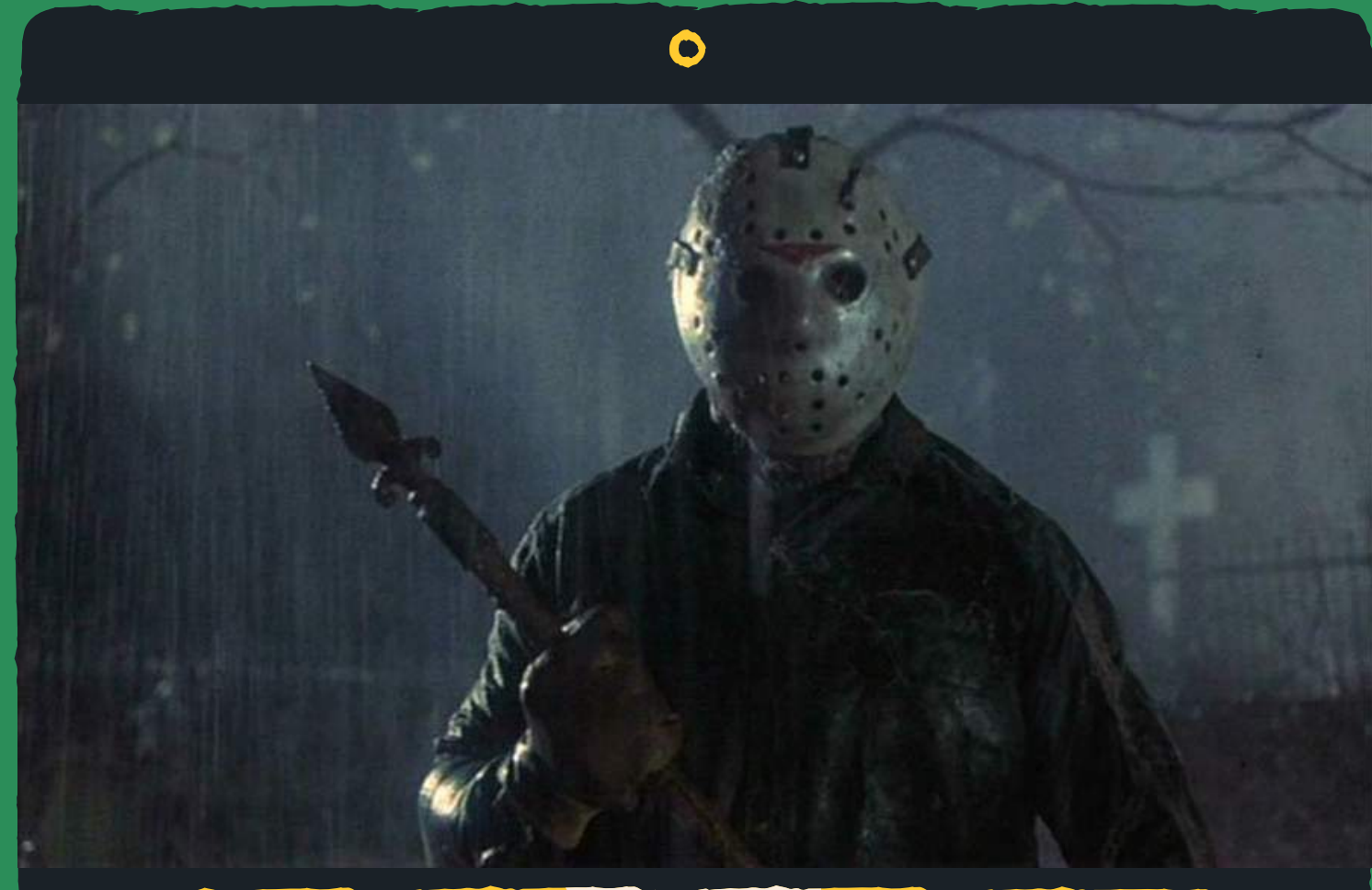
TRAILER ASSIGNMENT LAUNCH

28th Feb 2022



Aims and Objectives

- To create a new website page for our upcoming assignment
- To interpret the brief into our own words
- To produce a self-critical analysis of the first assignment





First of all!!!

- Go to your website
- Create a new page and title it 'Trailer Assignment'

Assignment brief
for assessment unit A2 in:

BTEC Level 2 Creative Media Skills

Creative Media Product: Producing a movie trailer



Brief

Client

Fresh Cut Creative is an independent film and media company.

Context

Now that you have submitted an approved portfolio of exploration, Fresh Cut Creative have commissioned you to produce a final movie trailer for their summer student film festival event. They are looking for trailers that are going to entertain their teenage demographic whilst exploring some of their deepest fears. Winning trailers will then be commissioned to be produced into complete short films.

You must

- Investigate and develop an individual idea in response to the brief
- Plan and present an initial ideas presentation
- Work in a production team to film the shortlisted trailers
- Individually edit a 2-minute movie trailer based around the theme of fear

Evidence

- Produce an online portfolio to document the process and development of your trailer
- A video file of the movie trailer

Deadline

04/04/2022

Resubmission deadline

TBC

Assessor

Thomas George

Inspiration:

Think of all the skills and techniques that you've learned during your time at college so far whilst also considering the codes and conventions of film trailers.

Ask yourself the big questions: *What is it about a particular movie trailer that draws you in, and what equipment and techniques could you use to create a similar effect?*

Things to think about:

- What is fear, exactly? Why do people want (or need) to be scared?
- How can we successfully weave fear into powerful stories?
- Explore the psychology behind the things that scare us
- What tools could you use to create frightening characters and disturbing atmospheres?

Useful links:

- <https://www.vox.com/culture/2016/12/21/13737476/horror-movies-2016-invasion>
- <https://www.youtube.com/watch?v=1sYHfYYiyYw>



Investigation

You should inform your ideas at all stages of the assignment. The project offers a wide potential of starting points such as:

- Personal experience -
 - Which movie trailers inspire and entertain you?
 - What creative aspects do you like about your favourite movie trailers?
 - What are you fearful of?

Further points of investigation:

- Interpreting the brief (*What have you been asked to produce?*)
- Explore a range of professional film trailers that explore the theme of fear
- Investigate audience responses to different movie trailers
- Investigate what the target audience find fearful
- Research production resources that you will need to produce your idea: locations, props, specific equipment, cast, crew etc.
- Legal and ethical considerations
- Target audience – what are their wants and needs in a movie trailer?
- Expressing clear intentions at an early stage through mind maps, mood boards and initial ideas presentation

Evidence should include:

- Initial intentions presentation to include: your research findings, your intentions for the project explaining how your idea will meet the brief with relevant pre-production
- Your research should be consistently included and referenced throughout your online portfolio with annotations as to how it is informing your work and approach to the project

Guidance

Communication

You should use communication skills throughout the project by:

- Considering the client and audience needs
- Working to ensure the meaning, message and impact are clear (*Codes and Conventions – appropriate skills and techniques*)
- Using visual language and creative forms of communication (*Storyboards – scripts – location sheets*)
- Using appropriate communication methods whilst working in production team
- Creating an online portfolio that fully communicates your ideas and approach

Practical skills

You should use the most appropriate and effective practical skills throughout your project:

- Development of work:
 - Trying different techniques and seeing what is the most useful (*Camera angles and movement – microphone choice and placement – editing techniques*)
 - Exploring the properties of media and making comparisons
 - Taking work through a series of different processes to compare outcomes. (*Compare footage – compare audio*)
 - Capture screenshots and behind the scenes photos/videos to demonstrate your practical skills (include annotations to explain the skills you have applied)

Final Product:

- Edited and exported video file of finished trailer

Development

You should explore creative processes in order to develop and refine work:

- Interpreting the brief, client, audience, requirements, purpose (*Is my product suitable for the brief? Have I met the Fresh Cut requirements? How?*)
- Generating ideas (*Use research and feedback to generate new ideas and build upon existing*)
- Planning (*annotate planning work to explain how your idea is developing & the decisions you are making*)
- Producing and manipulating assets and outcomes (*upload and annotate footage/content/assets with explanations about what role they will play in the final trailer & choices you are making and why*)
- Testing, reviewing and refining (*Reflecting on feedback and trying new/different production techniques and approaches to develop final product fully*)

Approach

You should apply productive approaches when working on the assignment by :

1. Managing the creative production process efficiently and professionally
2. Working safely and ethically; risk assessments, legal & ethical practices
3. Working with others, e.g.:
 - clients, audiences, team members, peers, contributors
 - using modes of communications such as verbal, written, visual, audio, digital, physical, experiential
 - giving and accepting feedback
 - collaboration and teamwork: participating, contributing, undertaking or leading in specific roles.

BTEC Level 2 Qualifications in Art & Design Skills/Creative Media Skills

In order to be awarded a qualification, you must achieve a minimum of a Pass in all the criteria for each assessment unit.

Assessment Criteria	U Limited/insufficient/tentative	Pass Basic/generally/partial	Merit Competent/clear most	Distinction Assured/thorough/sustained
AC1: Investigation	Limited investigation, research, exploration and experimentation that tentatively informs understanding, ideas, and practice.	Basic investigation, using generally relevant research, exploration and experimentation during some stages of development to partially inform understanding, ideas and practice.	Competent investigation, clearly using relevant research, exploration and experimentation during most stages of development to inform understanding, ideas, and practice.	Thorough investigation, using relevant research, exploration and experimentation throughout development to securely inform understanding, ideas and practice.
AC2: Communication	Lack of clarity in communication of intentions, development and ideas. Arbitrary use of presentation methods and conventions in relation to audience and type of work.	Basic communication of intentions, development and ideas. Presentation methods and conventions used are generally appropriate in relation to audience and nature of work.	Competent communication of intentions, development and ideas. Presentation methods and conventions used are appropriate in relation to audience and nature of work.	Assured communication of intentions, development and ideas. Presentation methods and conventions used are considered in relation to audience and enhance the qualities of work.
AC3: Practical skills	Limited or insufficient evidence of ability to select and apply media, materials, techniques and processes to produce and present work, showing tentative awareness of how they can be used to realise intentions.	Basic selection and application of media, materials, techniques and processes to produce and present work, showing some awareness of how they can be used to realise intentions.	Competent selection and application of media, materials, techniques and processes to produce and present work, showing clear understanding of how they can be used to realise intentions.	Assured selection and manipulation of media, materials, techniques and processes to produce and present work, showing thorough understanding of how to exploit them to realise intentions.
AC4: Development	Limited use of development processes to generate and progress ideas, work and skills, which are tentatively linked to creative intentions and personal aims.	Basic use of development processes to generate and progress ideas, work and skills, which generally support meeting creative intentions and personal aims.	Competent use of development processes to generate, review and refine ideas, work and skills, which support meeting creative intentions and personal aims.	Thorough and sustained use of development processes to generate, review and refine ideas, work and skills, enabling creative intentions and personal aims to be met securely.
AC5: Approach	Limited engagement in productive approaches to working shown in creative processes, when working independently and interacting with others.	Basic engagement in productive approaches to working shown through some creative processes, when working independently and interacting with others.	Clear engagement in productive approaches to working shown throughout most creative processes, when working independently and interacting with others.	Thorough and proactive engagement in productive approaches to working that are sustained throughout creative processes, when working independently and interacting with others.

Critical Self Analysis



Question #1

What is a critical self analysis?



Question #2

What do you think should and should not be included?



Question #3

What formats can I use?



Question #4

What is the purpose and benefits of a self analysis?

Critical Self Analysis



General Overview

Practitioners continually use self-analysis to develop in the media industry due its continual demand for innovation. They must evaluate their own work, including successes, failures and relevance to intentions.

History

Throughout your next year (if you go on to L3) you will continually self-analyse building up to a full in depth, evaluation of your work and practices throughout, starting today with a review of your first assignment.

This is good practise for your future self... you can thank me later!

What to include...

- 01 Introduction – general overview of first assignment

What did you do for the assignment? What did you complete?
- 02 Performance and Grades

Discuss your performance for the first assignment. What did you do well, and what needs improvement from the first assignment?
- 03 Feedback from tutors and peers

Discuss the feedback people gave you on your work, do you agree with this feedback or not?



What to include...

04

Your opinion

What do you think **YOU** did well? What do **YOU** think you need to do better for this new **TRAILER ASSIGNMENT?**

05

Skills

identify 5 skills you want to improve and how you will improve and develop these skills.

06

Conclusion

Summary of main points raised and goals for second assignment: skills, grades etc. What grades do you hope to get?



Tips & Tricks



Industry Practise

Reflect on how your work and practice compares to industry and market standards (video clips, photography, podcast, editing, research)

Planning

How did your projects perform in relation to their initial intentions? What problems did you have to overcome when recording your podcast/music video for example?

Keep it simple

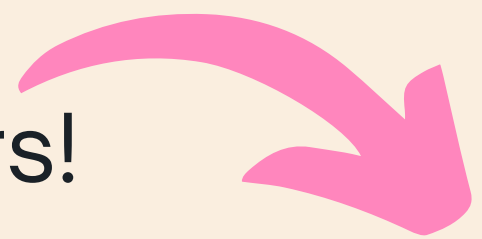
- Use problem solving skills to write your self-analysis (went well, could have been better if, will do next time)
-
- Recognise patterns of behaviour (positive & negative), are you getting good grades, but your punctuality is low? Address that!

You're a real one!

- Consider and address any challenges to achieving intentions both in and outside college
- Be honest with yourself and set realistic targets

EXAMPLES

Click below for a closer look. Use these as a guide for yours!



Year One Evaluation

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> conveying an intended message visual language sound & caption? not getting behind/ staying motivated attention to detail research! 	<ul style="list-style-type: none"> graphic design! (logos) working slowly writing editing overthinking / being overwhelmed by the workload being super picky over words, fonts, colours etc.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> group projects will help me work better with others work experience! good grades mean basically a free choice on uni's bigger productions so new skills 	<ul style="list-style-type: none"> grades dropping missing a deadline mis interpreting a brief finding group work challenging communication not concentrating during class

Overall, I am pleased with the progress I made during year one as my theoretical knowledge and practical skills have majorly improved throughout the year. Not only this, but I generally really enjoyed all of the projects, although I did get very stressed at certain stages. I began evaluating my year by creating a SWOT analysis to map out my strengths and weaknesses. I've acknowledged that I generally have a really good attention to detail and am able to stay motivated when left with a heavy workload; this allows me to create professional portfolios. However, I tend to work quite slowly and find it a lot easier to concentrate outside of college. This is an issue that I've been made aware of by teachers many times, so moving forward into year two I aim to be more self-disciplined, and complete tasks much quicker during class time. Leading on from this, I have noted that I may miss a deadline or struggle during group projects this year if I don't amend these patterns of behaviour. This may lead to my grades dropping and, therefore, I may not be able to attend my first choice uni. Despite this, I've also identified working in groups to be a great opportunity for me to develop communication skills that I sometimes lack -

I generally like to direct every aspect of a production. These skills will be vital to me when I progress into the industry so improving them now will help me feel more prepared for when I leave college. Something else that's going to be really important when moving on to the next step is having an appealing, well-organised portfolio and 3 Distinctions to get into university. I have been working towards these goals throughout last year and so I've decided to break down each project to give an overview of what went well and what I can improve on:

Project One - My Culture

During this project I demonstrated a clear understanding of the brief as I was able to create an original and entertaining podcast that appealed to the target audience and met the client's expectations. The format I created didn't previously exist, making my podcast stand out in a growingly saturated market. Also, the topic of true crime successfully engaged the young audience (the target audience for this project), a point I proved throughout my portfolio by heavily researching the subject. This helped me to appear informed on a controversial issue during the actual podcast too. Overall, this made for an interesting discussion that fulfilled my initial intention: to humorously discuss the effects that crime in the media has on young peoples culture and well-being. Although the editing wasn't perfect (some sections sound slightly jumpy and the sound effects aren't very subtle), it generally sounded professional and I was proud I picked up Adobe Audition skills so quickly. Also, the images I captured and edited to market my podcast suited the genre and portrayed themes of mystery to intrigue viewers. Despite the styling being relevant and effective, my Photoshop skills weren't great during the beginning of last year and have definitely improved since, thanks to research and practice. The pitch I presented during the pre-production stage of this project had room for improvement too (which was picked up on by teachers and peers). I generally appeared (and very much felt) nervous during this pitch, however, I have become more confident in myself and my ideas since, meaning my pitching skills have improved too. If I were to redo this project I would definitely keep the same topic, structure and guests as I felt the three combined made for an entertaining episode. However, I would reedit some of my promotional images as I felt the digital retouching on the main image (more specifically, my face) looks over-edited and unprofessional. Moving forward, I considered this and believe I made clear improvements.



Project Two - Smile Campaign

The smile campaign was another huge learning process; this was my first time experimenting with video editing and production as a whole. Considering I had no experience with this kind of thing, I believe the advert I produced was effective and engaging. I took a unique approach to the brief as I was obsessed with the aesthetics in high-end fashion commercials at the time; I combined an energetic house track with this kind of styling, and cinematography to create a motivational campaign video. This inspiration was fuelled by the heavy amount of audience and market research I completed during this project: looking into how confidence heavily affects people's mental health was fascinating. I studied a variety of reliable sources and conducted my own focus groups, Instagram Poll, and audience profiling to dissect my target demographic and ensure my campaign would positively affect them. These specifics include Dutch angles, fast jump cuts, bold text and unique, coloured lighting which I used effectively in my campaign video (as proved by teacher and peer feedback).

Despite all my preparations, COVID was an obvious challenge that required detailed planning to overcome in order to shoot with the people I wanted to feature in the video. After issues stemming from new lockdown rules, online learning, and a cast member catching COVID a few days before we were scheduled to shoot, it's fair to say that the pandemic was a real struggle during this project. Thanks to creating detailed pre-production documents such a shooting schedule, shot list and risk assessment, I was able to rearrange shots and overcome this problem. Another challenge was designing a logo for the client as again, I had never done this before. Unfortunately, I didn't pick up

Project Three - Wouldn't Swap for the World

This project is by far the one I'm most proud of: my decision to present my work in a sketchbook rather than online definitely paid off as it made the entire project feel more personal and impactful. This was especially important as I was focussing on the topic of friendship, so seeming authentic was vital when connecting with the audience. Also, it meant I could create a product in multiple medias, as I produced 6 printed images as well as a supporting video, which combine to convey the intended message effectively. I also carried out primary and secondary research to collect qualitative and quantitative data, to help me improve my photography and editing skills while aligning my campaign with the client's brand values. Despite this, the project did get very overwhelming at some stages due to personal issues, and the extra workload that came with producing a physical project portfolio. However, I was able to (just) meet the deadline and received brilliant feedback from teachers on the final images and video. Generally, this project was an intriguing window into the world of digital marketing and helped me broaden skills I already possessed to create a personal and enticing campaign.

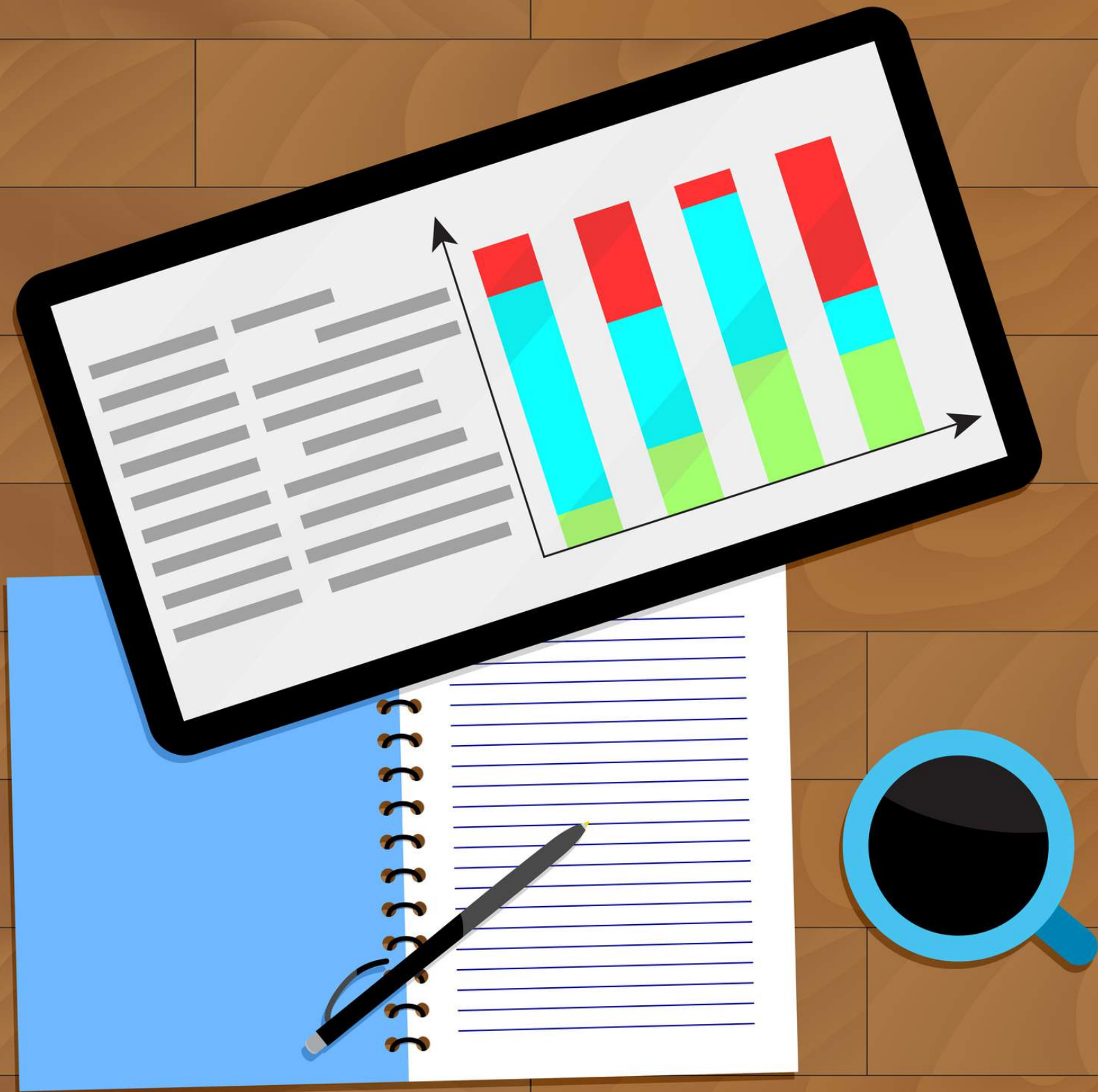
There isn't anything I would change if I redid this project - the shoots were stressful to organise but so much fun to do and I felt really pleased with the professional appeal of the images.

To conclude, year one went really well for me as I was able to identify areas of the industry I do and don't like - this will help me progress onto further education as I have a clearer vision of what I want to do in the future. Also, I was able to achieve consistent distinctions in projects which is something I'm really proud of, especially throughout online learning. This demonstrates that I understand each assessment criteria well



Final Task

Click below for a guide on how to create



Go to Canva

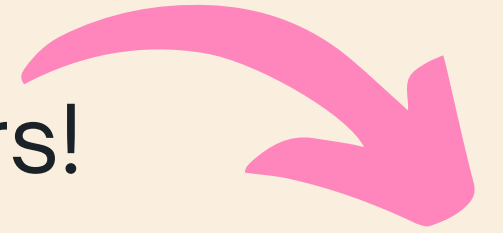
And create an illustrated infographic where you will give a score (out of 10) to rate your own personal skills and attributes. If you want me to rate you, just ask :)

What to include and rate

- Punctuality
- Meeting deadlines
- Self development
- Self motivation
- Teamworking skills
- Positivity
- Hardworking
- Dependability
- Communication
- Flexibility
- Honesty

EXAMPLES

Click below for a closer look. Use these as a guide for yours!



Self Assessment Infographic

After this, I created an infographic to map out my strengths and weaknesses to an employer before thinking of future goals.

Category	Score	Notes
Punctuality	9	Rarely late for things. No action required.
Appearance	7	Usually dress appropriately but tattoos and piercings may be inappropriate in some workplaces. Some action required.
Meeting deadlines	8	Rarely miss deadlines. No action required.
Self development	6	Generally a fast learner but can be stubborn. Some action required.
Self motivation	7	Generally good at staying motivated but sometimes... (text partially obscured)
Positivity	6	Can be very optimistic but tend to overthink. Some improvement needed.
Hard working	7	Generally very hard working but will slack off if not interested with the subject. Some action required.
Dependability	8	Generally very dependable and rarely change plans last minute. No action needed.
Communication	5	Sometimes struggle to communicate but generally okay at this. Some action required.
Flexibility	7	Generally very flexible and am up for trying lots of... (text partially obscured)

Self Assessment Infographic

Punctuality & Attendance	4/10	Why I would give myself a 4/10 for this section because when I was ill my attendance when low but I still did the work at home.
Dress Code	6/10	Why I have given myself a 6/10 because I think I look ready to learn all the time in what I wear.
Meeting Deadlines	10/10	I think why I would give myself a 10/10 is because I have never missed a deadline.
Self Development	8/10	Why I give myself an 8/10 is because before this year I didn't put as much effort in now I am.
Self Motivation	5/10	Why I would give myself 5/10 is because I have motivation but then sometimes I don't.
Help Others & teamwork	4/10	I gave myself a 4/10 for this because I find it hard to be in teams.

Self Assessment Infographic

Positivity	7/10	I have given myself a 7/10 because I am positive in lessons and want to learn.
Hard Working	10/10	I have given myself a 10/10 because I do all the work I am given.
Dependability	8 out of 10	I would give myself a 8/10 because I like working on my own because I am more confident in my work.
communication Skills	5/10	I would give myself a 5/10 because I am quite in class.
Flexibility	4/10	I would give myself a 4/10 because I don't think I'm that flexible.
Honesty	6/10	I would give myself a 6/10 because I'm honest on myself and my work.

Self Assessment Infographic

By Jordan Hammond

Punctuality & Attendance:	Excellent attendance throughout. No Required Action. 10/10
Dress Code	Very casually dressed at times but at others smart action required dress more appropriately for a professional environment. 5/10
Meeting Deadlines:	All work handed in by the deadline and very often beforehand. No Action Required. 10/10
Self Development:	My portfolio and the way I present my work has had a massive improvement this last year but I can still get distracted sometimes cause for action try to not to get to easily distracted. 8/10
Motivation:	Even when tired and not wanting to do a task I will always get it finish at some point that day and handed in that day! No Action Required. 10/10
Teamwork:	I work well when in charge of a team but find it difficult to trust that others will fulfill their roles as tasked and therefore do my own version of what they are meant to do as I don't trust it will get done and...

Self Assessment Infographic

By Jordan Hammond

Positivity:	I have a enthusiastic attitude towards my own creativity during all of my projects but I am very harsh on myself when it comes to stressing myself out even when work is not I try to finish it that night for example this is being written on bed on my laptop at midnight on a Friday. 8/10. Course of action try different ways to reduce the stress I put upon myself.
Hard working:	I always get my work done mostly on the day it was set and often work handed in the day before the hand in date as self preservation I think just in case something goes unexpectedly wrong. 10/10
Communication skills:	I tend to talk alot and have an ability to talk about almost anything but in a professional sence I try to get my ideas across by talking while verbally visualizing my idea until there is a mutual understanding from all participants. 8/10
Dependability:	professionally and personally I believe that im very dependable and try to help others whenever I have chance to although with life sometimes things happen also work related that could end up to time clashing. 9/10
Flexibility:	due to my past time rules outside of the course sometimes run into a lack of time hence the stress and why I get my work done asap course of action try to manage time better. 7/10
Honesty:	I am always honest both professionally and personally some people will argue too honest as I have come to realise that lack of context behind some things can lead to lack of communication which can then jeopardise the...

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