



**CTEC
DIGITAL MEDIA
DOUBLE AWARD**

Transition pack

Name:

INSTRUCTIONS

This transition pack is designed to bridge the gap between KS4 and KS5 with the intention of consolidating prior learning for those who completed the BTEC Tech Award in Creative Media Production in KS4 but also to provide those who are new to the subject the opportunity to learn key concepts missed which carry through to KS5 CTEC Digital Media. Many aspects of this transition pack provide you with a basis and taster of tasks from a wide range of the units you will cover during Year 12 and 13.

This is the double award transition pack – students picking double award will complete both the Single and Double award transition packs.

Double award provides the opportunity to study comic, animation and social media units.



Section A: Key concepts

Social Media Theories and theorists

Below is space for you to research the theorists and their theories, as well as applying them to media products you know. This could be applied to any media product, however, the focus is on how they integrate with Social Media.

Example of how theory relates to a media product		
Description of theory		
Theorist	<p><u>Online Technologies</u> Jenkins (2006) Distribution and collaboration</p>	<p><u>Social Media and TV</u> Marwaha (2009) 'Social TV'</p>

Key terms & concepts: Social Media

You must know the features and uses of different social media platforms/channels. Each of them has changed over time and have many commonalities but also some differences remain. Refer to purposes and capabilities/functionality within your comparison.

Key similarities and differences between different social media platforms, e.g. Facebook, Instagram, Twitter, Snapchat, What'sApp

Key terms & concepts: Social Media

You must know the different **personal** and **business** uses for different social media platforms/channels. Each of them has changed over time make them more useful and keep them relevant to the users.

Key similarities and differences of personal and business use between different social media platforms, e.g. Facebook, Instagram, Twitter, Snapchat, What'sApp

Key terms & concepts: Social Media

You must research the key differences that signify and new iteration of the Web from web1.0 through to Web 4.0 and beyond. Use and image from the internet to help your explanation.

Key differences between development of online technologies

Key terms & concepts: Social Media

You must research the key terms and concepts about social media listed below. This will help you to understand some of the aspects behind Social Media which enables it to serve a purpose for business and individuals.

Hypertext	
Prosumer	
Semantic Web	
User-generated content	
Social media channels	
Wikinomics	

Key terms & concepts: Social Media

Key question: What are the similarities and differences between personal and private (business) use of social media. You can write this as a explained list of items, create a mind, map or infographic if you wish.

Similarities and differences between private use and business use of social media. Include both positives and negatives.

Key terms & concepts: Animation

You must research the key terms and concepts about animators and animations listed below. This will help you to understand how animations are designed and created prior to designing your own one as part of Unit 10.

Stop frame Animation	
CGI Animation	
Frame rate (FPS – Frames per Second)	
Storyboard	
Concept art	
Rendering	
Tweening	
Event-driven storylines V character driven	

Key terms & concepts: Comics

You must research the key terms and concepts about comics listed below. This will help you to understand how comics are designed and created prior to designing your own one as part of Unit 9.

Panel	
Penciller	
'Break out of the box'	
Dialogue	
State the different ways tension and emotion shown in a comic?	

Media product 1:

You must decide upon an **ANIMATED** media product to research and review. This must be Pixar or Dreamworks.

Date of release	
Genre: Main	
Genre: Sub-genres	
Actors and actresses – voice	
Director/ Producer/ Music/score	
<u>Key scenes</u> What are the key scenes in the animation for the purpose and audience? What message is being conveyed? How successful is this product in your opinion?	

Media product 2:

You must decide upon an **ANIMATED** media product to research and review. This must be either Ray Harryhausen or Ghibli.

Date of release	
Genre: Main	
Genre: Sub-genres	
Actors and actresses – voice	
Director/ Producer/ Music/score	
<u>Key scenes</u> What are the key scenes in the animation for the purpose and audience? What message is being conveyed? How successful is this product in your opinion?	

Media product 3:

You must decide upon a **COMIC** or **GRAPHIC NOVEL** to research and write key information about.

Date of release	
Genre: Main	
Genre: Sub-genres	
Main characters: names, traits (personality) and abilities (powers)	
Creator(s) and pencillers	
<u>Key info and scenes</u> Part of a series? Continuation from film? Reboot? Is it based on something else? Key scenes in storyline	

Media product 4:

You must decide upon a **COMIC** or **GRAPHIC NOVEL** to research and write key information about. This must be a different Genre to the previous.

Date of release	
Genre: Main	
Genre: Sub-genres	
Main characters: names, traits (personality) and abilities (powers)	
Creator(s) and pencillers	
<u>Key info and scenes</u> Part of a series? Continuation from film? Reboot? Is it based on something else? Key scenes in storyline	

Media products production techniques 1

As part of the animation and comic units, you must have knowledge of camera use – camera shots, angles and movement. Research how different camera use creates different meanings for the audience below. Use images from TV shows, films, comics or computer games to demonstrate the use.

TERM	IMAGE EXAMPLE	MEANING
Camera shot 1: Close up		
Camera shot 2: Medium		
Camera shot 3: Long		
Camera shot 4: Extreme close up		
Camera shot 5: Over the shoulder		

Media products production techniques 1

As part of the animation and comic units, you must have knowledge of camera use – camera shots, angles and movement. Research how different camera use creates different meanings for the audience below. Use images from TV shows, films, comics or computer games to demonstrate the use.

TERM	IMAGE EXAMPLE	MEANING
Camera Angle 1: Bird's Eye		
Camera Angle 2: High		
Camera Angle 3: Neutral		
Camera Angle 4: Low		
Camera Angle 4: Worm's Eye		

Media products production techniques 1

As part of the animation and comic units, you must have knowledge of camera use – camera shots, angles and movement. Research how different camera use creates different meanings for the audience below. Use images from TV shows, films, comics or computer games to demonstrate the use.

TERM	IMAGE EXAMPLE	MEANING
Camera Movement 1: Dolly		
Camera Movement 2: Tilt		
Camera Movement 3: Pan		
Camera Movement 4: Zoom		

Section B: Pre-production

Pre-production for Unit 9

Below is the scenario used for Unit 9: Comics and Graphic Novel Storytelling.

You are required to come up with your own comic idea, showing all stages of the production process.

The scenario is fairly straightforward – you are a freelance comic writer, creator and artist. A comic book publisher would like you to create a new comic that will engage a teenage audience 12-18 year olds. The company are open to ideas and do not want to constrain creativity, therefore the genre, subject matter etc. is left open. The comic will be fortnightly when it has a series published.

You must create a 4 page comic to show your creativity in characters, subject matter and give a clear idea of how this will engage the specified audience.

Initial Ideas

Use this space to generate your initial ideas about your comic. List or mind map would be good thinking about audience and purpose.

Pre-production for Unit 9: Story/Narrative

Use this page to produce the storyline for your comic idea below. This should be what happens within the 4 page comic as an introduction to the series. You must include information about characters and setting.

Pre-production for Unit 9: Assets

Below is a table for you to record images and other assets used for the comic unit. Ensure you save these images as well; you will need them later on. These should be any images that you think are of relevance to the comic idea you have designed. Preferably these would be royalty free.

Website address										
Filename/size/type										
Author/Website										

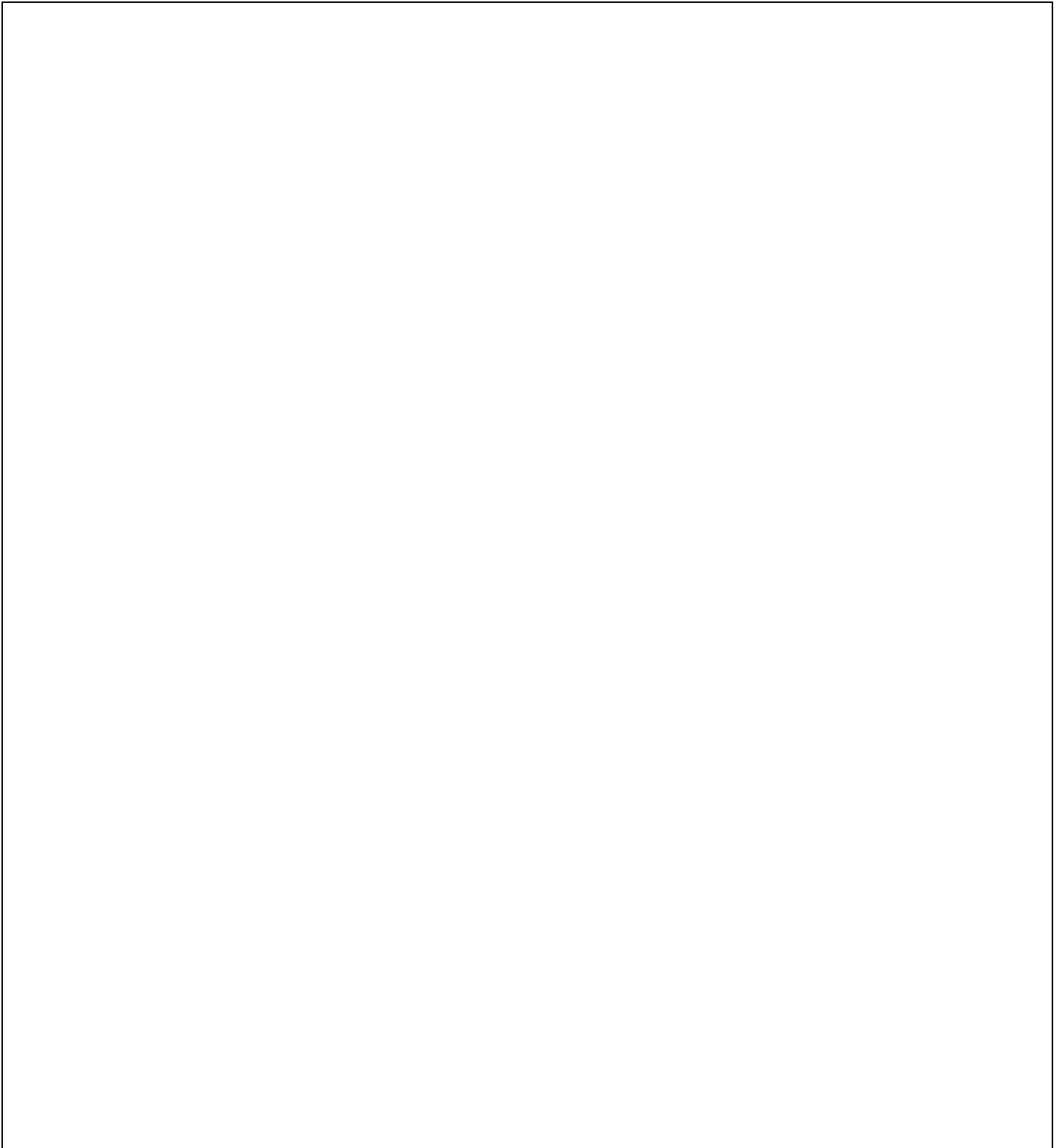
Pre-production for Unit 9: Storyboard

Use this table to plan a storyboard for your proposed comic.

*In the smaller boxes include information such as camera shot, angle, movement and location. Include dialogue if there is space as well.

Pre-production for Unit 9: Mood board

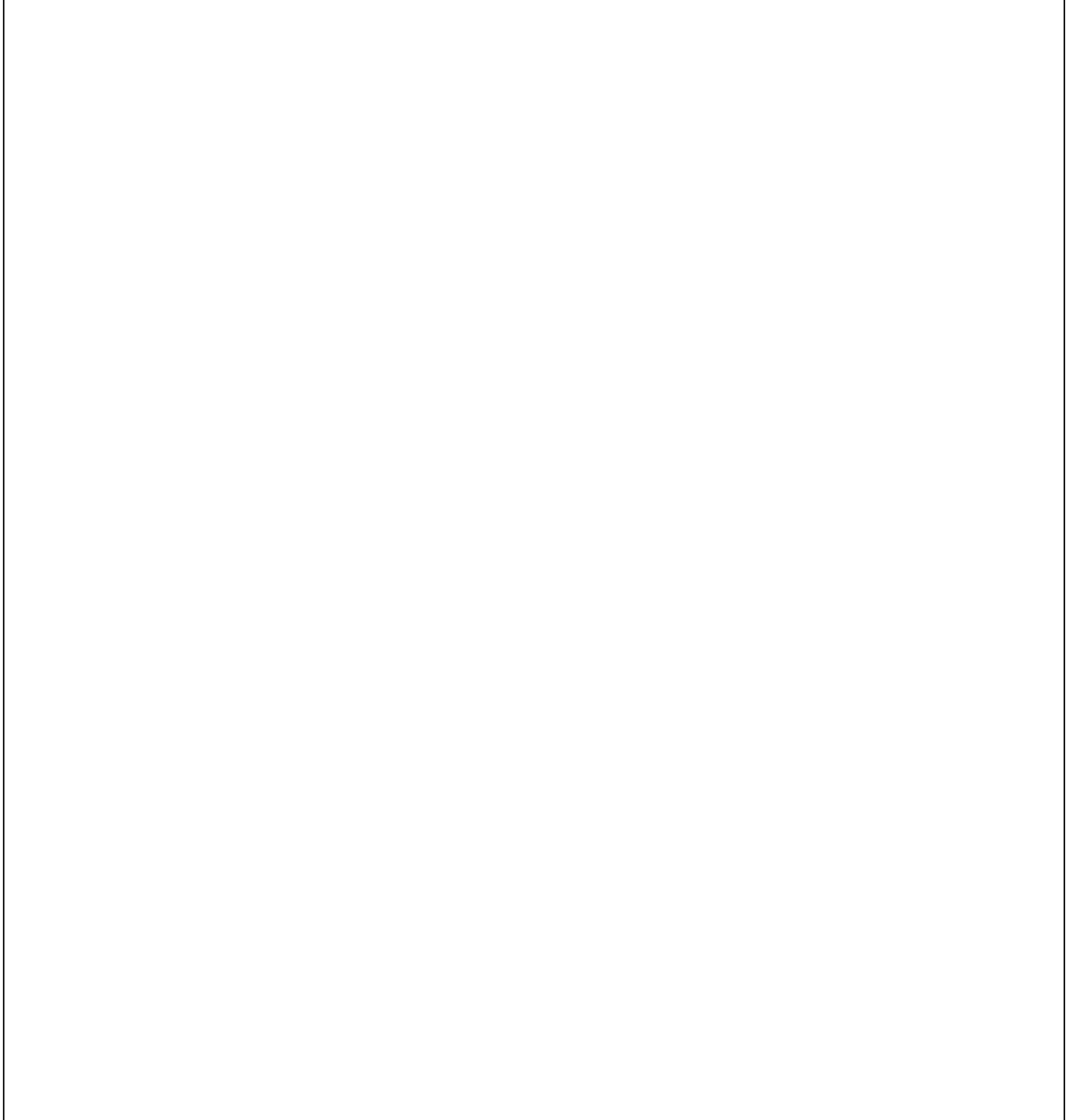
Use this page to produce a mood board for your comic idea below. You can hand draw this if it is easier.

A large, empty rectangular box with a thin black border, intended for students to create a mood board for their comic idea. The box is currently blank.

Save and record the images that you intend to use for the coursework.

Pre-production for Unit 9: Visualisation

Use this page to produce a visualisation showing the design of your characters in your comic below. Make reference to their Traits and abilities. You should hand draw each character from 3 different angles.

A large, empty rectangular box with a thin black border, intended for students to hand-draw their character designs from three different angles. The box occupies most of the page below the instructions.