

Module code	SEL502	Level	5
Module title	Behind the Lens: Introduction to Media Production	Credit value	10
Common/Core/ Elective	Elective	ECTS Credits	5
Courses on which the module is taught	All	Notional learning hours	100
		Teaching Period	Autumn/ Spring

1. Module description

This module will help you to develop media literacy by exploring the basics of genre and narrative structure in drama. You will gain specialist production skills of camera, sound, lighting, directing actors, producing and editing, and learn to create narrative in drama. In this module, you will create a short drama and a short reportage piece and apply skills learned in order to understand and practice the roles therein.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Collaborate (MLO 01)

Collaborate and network with peers to produce screen media.

Decision-making (MLO 04)

Analyse, research and reflect on processes to increase aptitude as a filmmaker.

Discipline Skills (MLO 08)

Employ discipline-specific knowledge, techniques and tools for the creation of screen media.

3. Learning and teaching methods, and reasonable adjustments

A series of weekly exercises will expose you to the essential skills-based roles within the production directing, camera operation, sound, production management and editing. These exercises, developed through workshopping simulations of practice will help you to develop skills sufficiency and confidence in a range of roles.

Each discipline will be explored in detail through these weekly workshops until each student has confidence in all of the roles and is able to work competently as part of a crew.

Although not an assessed component, students will be able to act, both within the weekly exercises and assessments, thereby adding another practice to the module.

Learning hours

Directed learning	36 hours
Workshops/classes	36
Guided/Self-guided learning	64 hours
Total	100

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

4. Assessment, formative feedback and relative weightings

Assessment: 3-minute short film (Group Assessment)

Weight(%): 100

Word count or equivalent: 3 minute film & 100-200 word peer assessment.

Using an original or existing script you will plan, shoot and edit a 3-minute narrative video. You will also submit an anonymous peer assessment that discusses your group members' commitment and capability within the task.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Assessment tasks	MLO1	MLO4	MLO8
3-minute short film + peer assessment	X	X	X

5. Indicative resources

Rabiger, M. & Hubris-Cherrier, M. (2019). *Directing, Film Techniques and Aesthetics*. Oxford: Focal Press.

Box, H. (2017 5th ed.) *Set Lighting Technician's Handbook*: Focal Press

Brown, B. (2020 3rd ed.) *Motion Picture and Video Lighting*: Focal Press

Jones, C. and Jolliffe, G. (2004). *The Guerilla Film Makers Handbook*. New York: Continuum International Publishing.

Foster, D. (Issue 15, November 2009). *Adapting Lyricism: Clive Holden's Trains of Winnipeg and the Lyric in Film*. UK: Scope.