

A1 Portfolio – Level 3 Media Practise



Matthew Williams

MW Productions



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All of my pre-productions come under problem solving as it shows how I dealt with creating a TV Advertisement, Short Film, and Music Video as well as adhering to set guidelines and constraints. Part of showing this included tailoring my Pre-Production towards specific requirements such as having a “Music Video techniques” subheading in my music video Treatment to demonstrate how I implemented at least three of the five techniques provided by my assignment brief.



Technical Skill

This is the ability to take advantages of different techniques, processes, media, and materials. To show this, I have begun by using templates for pre-production from Farnborough College of Technology, then gradually building up a showcase of my own brand-made templates to show self-sufficiency and creativity. Furthermore, I have shown Technical Skills through photographs which demonstrate how I shot each final cut of each project and a Director's Cut for my music video, short film, and TV Advertisement to provide a running commentary with a synopsis explaining each content for each project.

For video editing, I have Adobe Premiere Pro to edit my final cuts to industry-standard quality and so that I can apply a range of visual effects such as intercut (multi-frames/split screen etc.), keyframes, colour grading and monochrome etc.

To show Technical Skill, I have laid out my work neatly, reliable, and efficiently through the use of paragraph, tables, arrows, heading and subheading etc throughout all my documentation. This is to make it easy-to-read, professional, well-laid out, professional and organized whilst remaining as creative as possible to make my documentation appealing to look out without being garish.

Professional Practise

An example of Professional Practise includes my Production Schedules because they describe how I have exploited the time available to manage my projects effectively, productively, professionally, reliable, and efficiently to make my TV Advertisement, Short Film and Music Video as successful as possible.

As part of Professional Practise, I also have done Location Recces and Risk Assessments per shoot for each filming location. This is to show good skills in Health and Safety Management by creating measures to counteract risks and understanding those risks to do so. This demonstrates that I can film professionally, safely, and sensibly during my A1 Media Project in Level 3 BTEC Extended Diploma in Creative Media Practise.

When communicating with peers I have also seen as formal as possible and have told my peers any relevant and important for shoots where necessary. This is to make my conduct reliable, productive, and helpful towards completing my project effectively.

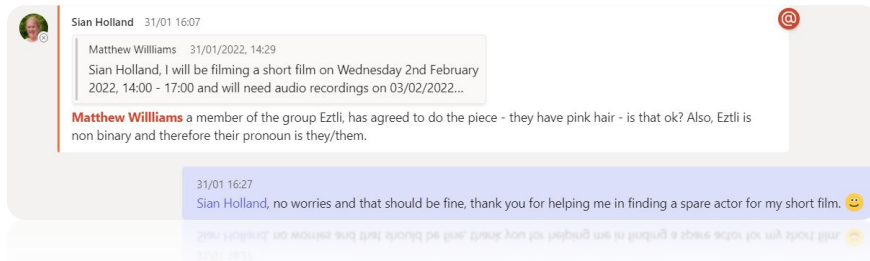
Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Weather	This includes rain, severe storms or wind, snow, sleet, and hail and could damage the filming equipment.	This affects everyone in the filming location.	H	I will check the weather forecast before filming – as far as I am aware, it is meant to be sunny on the day of filming.
Slips and Trips	Any rain or could weather (such as ice) could cause the ground to become slipper. This would affect everyone in the filming location.	This affects everyone in the filming location.	L	Filming will occur away from any slips and trips.
Audience Control	The Cedar Courtyard could become busy between lessons and there may be people who do not or cannot appear on film for specific reasons. This affects everyone in the filming location.	This affects everyone in the filming location.	H	Filming will occur at quieter times of the day and during lesson time to reduce the risk of capturing commuters passing between lessons. When this location is busy, filming will stop until it becomes quieter again. Talent Release Forms will be used to gain permission for filming my cast.
Noise	The Cedar Courtyard is under the flight path – making it vulnerable to aeroplane noise. Other noise captured would include other people	This affects all operators within the filming location.	M	The sound for each clip will be edited out during the post-production process.

Communication

Communication refers to how you communicate and collaborate with peers. However, it also refers to how you communicate your message in media through your rough cuts, final cuts, and documentation.


To show communications with other peers, I have included snip of messages sent on Teams to other people. This includes requests for hiring actors, shoot organisation and feedback for my Primary Research, presentation feedback and other examples of feedback which have been used to improve the rough cuts of each project. With these screen captures, I have written how I dealt with each communication and why I dealt with it the way I did to show m effectiveness in collaborating with other peers.


To show communication through the project itself, I have made my Pre-Production detailed and as concise as possible to give the client a clear idea of what to expect from the relevant media production. Alongside this, I have made each pre-productive as coherent with the assignment brief and as logically ordered as possible so tat each template makes sense, links with each other and create a natural order or what I did, how I did it and why I did it.



Treatment	
Written By	Matthew Williams
Working Title	Dreams and Dilemmas
Duration	2 mins (excluding credits)
Synopsis Write a short outline of your story – briefly mentioning the main characters and what happens to them. A girl called Ella has magical powers and admires a successful boy called Samuel, wanting to be his friend but often becoming nervous toward people she does not know. Whilst sitting down before a highly important exam, Ella has a flashback of Samuel in danger, lying on the ground and dead. Will she be able to save Samuel through her magical powers?	
Target Audience	Who are you aiming to appeal to? Consider age, gender, class, socio-economic status, psychometrics, geographic etc. 6- to 19-year-olds In reaction to the age range of my target audience, I will be aiming for a market of those between the ages of 6 and 19. This is because I will be using my short film to teach a moral that could be used later in life and which will influence how my audience grows up; to create youth appeal for my media production, my protagonist will be about to sit an exam when she has to go to save the boy whom she admires and my short film will be set in an area of education. I will also create appeal for this age range by making this film gentle in how it shows death by making the eyes closed and not wide open to prevent a creepy, sinister, or uneasy mode of address that could traumatise young children. Females The main gender which I am appealing to for my short film are female stereotypes: This is because my protagonist and her best friend will be female cast, making my short film more relatable to this age range and connoting female empowerment. It will also appeal to females because it is emotive, and evocative – this is because it shows how love or admiration can make people care for others. This also helps to connote realism despite the genre of magic and helps to add the genre of mild romance to my short film of "Dreams and Dilemmas" because it structures Ella trying to ask out someone to be her friend like a romance film. Hobbies and Interests The target audience will mainly be interested in magic and secrecy: This is because the protagonist has secret magical powers which she keeps a secret and wishes to use for good. This could raise dilemmas for my target audience- such as whether she should hide her powers, and what my audience would use them for. Other hobbies or interests would include friendship this is because Ella has a side plot of admiring a Samuel and wanting to be friend with him but struggling to find the nerves to do it all the while. This could intrigue people on what it means to be friends, and whether friendship is more important than education; it also challenges people as to how far they would go in their own friendships. Lifestyle / Aspirations Dreams and Dilemmas will appeal to those in full-time education; predominantly those sitting exams. This is because my storyline will show a girl who escapes her exam to save the man that she wants to be friends with; depicting a setting of education ensures that my short film will appeal to those between the ages of 6 and 19.

TV Advert: Assignment Brief


Television Advertising	 <h2>TV Advertising</h2>
Criteria:	
- Informing Ideas	
- Problem Solving	
- Technical Skills	
- Professional Practice	
- Communication	


Television Advertising	<h2>TV Advertisement</h2>
Criteria:	<p>Background: Using visual language to sell products and services is at the heart of professional media production and all up and coming media producers need a working knowledge of how to use video production and visual language to entice audiences. Television advertising uses a wide range of different styles and genres and is an excellent opportunity for a creative to stretch their skills.</p>
- Informing Ideas	
- Problem Solving	<p>Requirements: You are being asked to produce a product advertisement for television and the internet to sell an item of food or drink, an electronic gadget or an item of clothing/clothing accessory using visual language and video production techniques in an engaging way to sell the product.</p>
- Technical Skills	<p>DEADLINE: 13.12.21 @ 09:00am Showing and Feedback session: 13.12.21 : 14:25pm</p>
- Professional Practice	
- Communication	


Television Advertising	<h2>TV Advertisement</h2>
Criteria:	<p>Requirements:</p> <p>Produce an advertisement for:</p> <ul style="list-style-type: none">An item of food or drinkAn electronic gadgetAn item of clothing/clothing accessory <ul style="list-style-type: none">The advertisement cannot identify the name of the product until the 5 secondsYou need to show the effect of having/using/owning the product to sell the itemYou must not use ANY pre existing ideas or brand identity in your advert/All of your ideas must be <i>original to you</i>Your advert MUST be edited in either Adobe Premiere Pro or DaVinci Resolve <p>Duration : 30 seconds Target audience: 16 – 19 yr olds</p>
- Informing Ideas	
- Problem Solving	
- Technical Skills	
- Professional Practice	
- Communication	

Television Advertising	<h2>TV Advertisement</h2>
Criteria:	<p>Requirements:</p> <p>Your adverts should include:</p> <ul style="list-style-type: none">Required: Filmed elements including use of the productText/motion graphics/animationMusic/sound effectsAppropriate Mise en Scene
- Informing Ideas	
- Problem Solving	
- Technical Skills	
- Professional Practice	
- Communication	

Television Advertising	<h2>Tutorial Series</h2>
Criteria:	<p>Requirements:</p> <p>Preparation:</p> <ul style="list-style-type: none">Product/Market/Audience researchIdea generation (Moodboard/reference material/Mind Maps)Evidence of legal and ethical considerationsProposal - Presentation and DocumentationTreatment <p><i>Continued...</i></p>
- Informing Ideas	
- Problem Solving	
- Technical Skills	
- Professional Practice	
- Communication	

Television Advertising	<h2>Tutorial Series</h2>
Criteria:	<p>Requirements:</p> <p>Preparation:</p> <ul style="list-style-type: none">Storyboard & Shot listScript (if applicable)Full resources and personnel requirements documentationDetailed production schedule for whole duration of projectLocation Recces & Risk assessments for each shooting locationBehind the scenes (making of) <p><i>Continued...</i></p>
- Informing Ideas	
- Problem Solving	
- Technical Skills	
- Professional Practice	
- Communication	

Television Advertising	<h2>Tutorial Series</h2>
Criteria:	<p>Requirements:</p> <p>Preparation:</p> <ul style="list-style-type: none">Feedback and review documentation (to include questionnaire and critical review of rough cut and overall project)Final evaluation: at least 750 words <p><i>Continued...</i></p> <p>Post Production Report due: 07.01.22 @ 17:00pm</p>
- Informing Ideas	
- Problem Solving	
- Technical Skills	
- Professional Practice	
- Communication	

Television Advertising	<h2>Tutorial Series</h2>
Criteria:	<p>Requirements:</p> <p>Your proposal:</p> <ul style="list-style-type: none">Should clearly show your intentions for the project with examplesInclude evidence of primary and secondary research data and statisticsBe engaging and informativeBe backed up by a formal proposal pre production document that outlines your intentions for the project – Your pitch should be between 5 – 10 minutes long <p>DEADLINE: 29.11.21 @ 09:00am</p>
- Informing Ideas	
- Problem Solving	
- Technical Skills	
- Professional Practice	
- Communication	

TV Advert: Production Requirements

Aims and Objective of my A1 TV Advertisement Project

For my Advertisement Project, my objective is to create a storyline about an unsuccessful student called Matty – he is constantly late to lesson until purchasing “Perfection” watches. I want to use this storyline because it is appealing and relatable for my target audience. It is relatable for those between 16 and 19 years of age as it revolves around education and uses locations such as a classroom.

Based on my target audience, I would like to experiment with Product Lighting. I want to use this technique so that I can create interest for my target audience and make my TV Advertisement smooth, sleek, professional, modern, innovative, and cutting edge.

Another denotation which I would like to experiment with is the use of Dutch Angle to show Matty running late to class. This will be to symbolize his panic, stress, and failure due to not having “Perfection” watches which will help emphasize the product’s benefits by the use of well-balanced camera shots at Eye-Level angles. This will help to show that “Perfection” watches make your life more successfully and makes it easier to manage your time and do well in your educational studies. I also feel that it would make the advertisement exciting and thrilling by allowing me to connote my watch with the genre of Action.

Lastly, I want to use this project to create my own branding and housing style for my TV Advertisement Project. This will make my own project exciting and fun because it will give me the chance to invent my own company and produce my advertisement for them is that I can stereotype working with a real client. This will add creativity, authenticity, and originality into all my advertisement ideas and will eliminate any risks in relations to copyright, because all my ideas will be generated by myself.

Treatment			
Written By	Matthew Williams	Working Title	Don't be late!
		Duration	30 seconds
Synopsis		Write a short outline of your story – briefly mentioning the main characters and what happens to them.	
A student is always late for lesson. However, his purchase of “Perfection” watches causes a big improvement in his time management, punctuality and educational studies. I plan to do this to emphasize an ideology of “Perfection” watches improving your punctuality, time management and educational studies. This so that my advertisement can connote my product ad improving your lifestyle and solving education/time management-related problems.			
Forms and Styles		What form will it be? What style will it be? Will it be realistic narrative, animation, serial, or stand-alone etc.? Will it be dramatic, a comedy or parody?	
NARRATIVE			
Realistic Narrative A crucial convention of narrative for my TV advertisement selling “Perfection” watches will be realistic narrative – due to the use of realism relating to real-life events. This will help to integrate my product with everyday life to make “Perfection” watches more relatable towards my target audience. As a result, this will encourage my audience to purchase “Perfection” watches. This will also help to connote the all-essential ideology of “Perfection” watches improving your student life through punctuality, time management and great educational studies.			
ADVERTISEMENT STYLE			
Dramatic The style of my TV Advertisement promoting “Perfection” watches is Dramatic: This is because the first scene is based on action-film conventions through the denotation of a hectically fast pace, action music, and Matty running to class as though he is in a chase scene (with voiceovers and SFX to give a representation of his panic and stress). This will help my advertisement to appeal to a young audience who's age s between 16 and 19, because they are often into gore, action, adventure, and horror-like genres (through common stereotyping and personal experience).			
Narrative Structure		Say how the story is broken down – how does the story begin, develop and end? Is the story told in chronological order? Are there sub plots? Explain the KEY SCENES	
NARRATIVE AND FORMS			
Linear For my trailer, I will use linear narrative so that I can emphasize Matty being late, and then his improved punctuality after purchasing the watch. This will help to make my watch more relatable to a wider audience, particularly the youth and elderly archetypes; this will also make my watch more appealing and accessible to a wider target audience.			
Closed For my video advertisement, I will use closed narrative to make my “Perfection” watches more relatable to a wider target audience. I will also use this convention to make my product easier to interpret clearly for my viewer demographics, and to emphasize the improved lifestyle from using “Perfection” watches, helping to make my video advertisement more appealing to a wider target audience.			

Synopsis and Characters

A constantly late and unsuccessful student discovers and then purchases Perfection watches when chatting to a snobby peer – causing his punctuality, time management and educational studies to improve.

- Matty – The main protagonist who is always late to lesson.
- Fraiser – He is always snobby and uses “Perfection” watches – casing him to be a successful, punctual student.
- Teacher – Is often frustrated at Matty for being late but can also be supportive and appreciative.



Production Details and Pre-Production

For this project, I have been asked by my client (“Perfection”) to produce a 30 second advertisement for them. To adhere to this, I have filled in a storyboard of my TV Advertisement.

It has two appeals to people between 16 and 19 and cannot contain any swear—words or offensive language and must consider legal and ethical considerations. This has been achieved through Secondary Research to analyse another advertisement, their conventions and how they inspire my own advertisement of which has been informed through Mood Boards, a Mind Map and Treatment. Any legal issues have counteracted through a Legal and Ethical Consideration template; me and my class also discussed examples that were banned from broadcasting, and why they were banned.

In my advertisement, the brand name cannot be identified until the last 5 seconds of the advertisement. To adhere to this, I reviewed my Treatment, Legal and Ethical Considerations and my script. I also used a Storyboard and Shot List so that a narrative of my watch improving punctuality, time management and educational is shown – not mentioning my brand name until the last 5 seconds of my advertisements.

Legal and Ethical Considerations

Privacy	Any footage or audio recording will NOT be shared with anyone else other than my assessor and classroom (for reviewing my work and suggesting feedback/improvements). Anyone who feels uncomfortable appearing or being heard in my advertisement will not be used for this project.
Defamation (libel/slander)	All information will be backed up with facts and statistics to maintain data accuracy. Furthermore, weasel words will be used so that I do not promise my audience something that cannot be promised. There will not be any discrimination of any kind and the scripts will be reviewed before its submission.
Race Discrimination	I will not show any hate or contempt towards any race and will be open to using a wide diversity of cast regardless of race, colour and creed. I will also try to convey each character ethically.
Data Protection	All the footage will be stored securely and shared only with myself and my class for a review of my product. This is to achieve some feedback and improvements for my rough cut.
Freedom of Information	My advertisement ideas will NOT be misleading or biased and will be supported through primary and secondary research – which will be used freely to cater my media product for my target audience's needs and requirements.
Codes of Practice	Each filming location will be inspected physically before filming and any notes already exist on the relevant location will be reviewed for risk assessments and Reece templates. Permissions for filming will be obtained before the production of my television advertisement. Reece Templates will be generated to create a floorplan of the room – this and any other notes will be used to fill in a risk assessment so that I can deal with hazards in plenty of time before filming my TV advert.
Copyright	I will not copy anyone else's advertisements and all ideas will be as original as possible. Furthermore, any music and SFX will be sourced from legal, ethical, and royalty-free sites such as YouTube Audio Library, Pixabay and BBC Sound Effects; this is because these sites providing the public with free audio tracks to download. The panting sound effect (SFX) and monologue for Matty will be recorded through a Digital Audio Recorder.

The advertisement requires all footage and branding to be original and not illegally downloaded from online. To adhere to this, I have decided to create my own brand called “Perfection” watches: I have chosen this name because it suggests luxury, aspiration, excellence and high-quality, ensuring my target audience to buy the product.

To demonstrate my own branding style, I have used blue text boxes with white writing, arrows, and photographs to make my Secondary Research interactive and have created a presentation pitch to show how I intend to stereotype my brand through advertisement. I have also written a Proposal to outline the aims of my advertisement in relation to my brand of “Perfection” watches.

Deadlines and Constraints

No swearing or offensive language is allowed; hence, lots of research was done into Legal and Ethical Consideration as part of a class activity during my TV Advertisement Project. To expand on this, I have also prevented any risk of Libel/Defamation/Slander by using a statistic ("99% accuracy") and by ensuring that all dialogue does not show any hate or contempt towards a particular group of people. Furthermore, there are no sexual references as this is not allowed in any media product and would make my advertisement unethical.

No weapons/prop-weapons are allowed, and we have been set a group of products which we can advertise. I have chosen to advertise a watch as it is written on the assignment brief and because it is not a prop-weapon.

The Pre-Production and Production deadline is set to 13th of December 2021 and this assignment has been handed out on 23rd November, giving me four to five weeks to complete all my pre-production, production and post-production stages. To ensure that I work around this constraint, I have developed a Production Schedule which I will follow to do each task when required, step-by-step.

The slide is titled "TV Advertisement" and is part of a presentation on "Television Advertising". It lists requirements for producing an advertisement, including product types, identification rules, originality, and editing software. It also specifies a 30-second duration and a target audience of 16-19 year olds. On the left, a "Criteria:" menu lists various aspects of the project, with "Communication" highlighted. A blue arrow points from the "Communication" criterion to the "Requirements:" section of the slide.

Television Advertising

Requirements:

TV Advertisement

Produce an advertisement for:

- An item of food or drink
- An electronic gadget
- An item of clothing/clothing accessory
- The advertisement cannot identify the name of the product until the 5 seconds
- You need to show the effect of having/using/owning the product to sell the item
- You must not use ANY pre existing ideas or brand identity in your advert/All of your ideas must be *original to you*
- Your advert **MUST** be edited in either Adobe Premiere Pro or DaVinci Resolve

Duration : 30 seconds
Target audience: 16 – 19 yr olds

Criteria:

- Informing Ideas
- Problem Solving
- Technical Skills
- Professional Practice
- Communication

This slide is a Class Resource from my music video's Grading Criteria.

Brief Production Schedule

In the first week of my TV Advertisement Project, I will be focusing on Secondary Research and Idea Generation. This is so that I can successfully develop a detailed understanding of how advertisers attract their target audience forms and styles of advertisement, different conventions and visual language in advertisement, legal and ethical considerations and how different conventions/forms/styles/ideologies/meaning inspire my own advertisement for “Perfection” Watches.

I will also be using my first week of the project to plan my assignment so that I know when I am doing each task and to gain a step-by-step guidebook of what I need to do. This is to avoid any confusion or becoming overwhelming by the total amount of tasks required for the project and will help me to manage my time efficiently, effectively, reliably, productively, and professionally.

After creating some ideas inspired by my Research (please refer to the mood boards and mind maps for Idea Generation), I will use the second week to expand on my ideas through pre-production. This will help to develop a plan on when/where/how and why I film different mise-en-scene and will help me to evaluate what I want to achieve from my advertisement.

My third week will be spent filming so that I can get the required footage for my TV Advertisement. This included filming a Narrative and examples of Product Lighting to create interest; in the same week, I will also be editing my footage.

The fourth and last week will be focused on feedback, evaluation, and refinement to ensure that I can make my advertisement as successful as possible.

Production Schedule

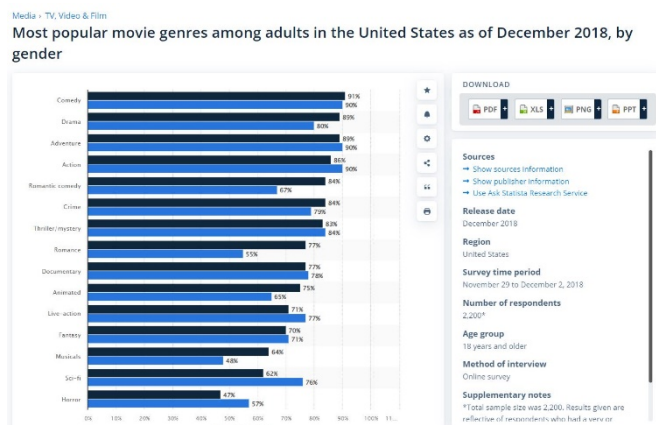


DATE	EVENT/ ACTIVITY	LOCATION	PARTICIPANTS	MATERIALS TO BRING/ THINGS TO PREPARE
31/10/21 04/11/21 13/12/21	Production Schedule	8 Wilton Court, Farnborough, Hampshire, GU14 7EL	Myself	Production Schedule Template External Disk Drive
01/11/21 02/11/21	Secondary Research	Farnborough College of Technology, Farnborough, Hampshire, UK, GU14 7EL 8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Google YouTube Word Document for Taking Notes Pen / Paper External Disk Drive
03/11/21	Discussion and feedback of my advert examples	N3 Classroom, Farnborough College of Technology, Hampshire, UK, GU14 6SB	L3 Media – Year Group A	External Disk Drive Computer, Interactive Board Relevant Advert – YouTube Secondary Research word document – completed

Target Audience

For my TV Advertisement Project, my target audience has been set at 16 to 19 years of age. To appeal to this age range, I chose to use themes such as education, punctuality, time management, educational studies and self-improvement which also attracts the Psychometric group known as Reformers due to their desire to always self-improve. To show education, I decided to make the protagonist unsuccessful and always late to lesson – his name is Matty. After buying “Perfection” watches, his punctuality; time management, and educational studies improve due to his new “Perfection” watch being so accurate.

In terms of my gender, I used a male-cast so that I could make my TV Advertisement more relatable to this gender demographic. Furthermore, it appeals to young males because data from Statistika shows that Action is most popular with US males by 90% with females only 6% behind.



Information gathered from the website
"Statistica.com":

Link:

<https://www.statista.com/statistics/264127/favorite-movie-genre-in-the-us/>

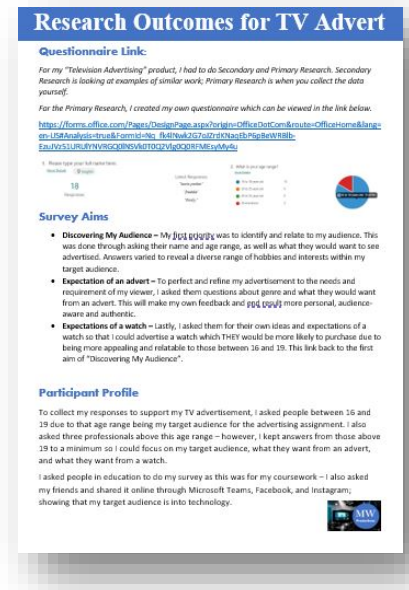
Year of Survey (Recent)
2018

Relation to my "Don't be Late!" TV Advertisement:
I plan on using Action in my advert. I have used this photo to demonstrate the popularity of Action through recent and credible results.

In terms of psychometrics, we have discussed that the ideology of self-improvement embedded with the ideology of my product improving your lifestyle relates Reformers because they seek self-improvement. However, it also appeals to Aspirers they seek status (in this case, the status of successful educational studies and good grades).

The lifestyle for the target audience of my TV Advert is very much people from 16- to 19-year-olds who are in full-time education. This makes my audience more niche and is because all my characters follow this lifestyle.

This advertisement will relate largely to Working Class citizens when Socio-Economic Status due to the themes of education, punctuality, and time management and because most families that send their children into education are likely to be Working Class. This may also attract the Middle Class because the watch which I will use for the TV Advertisement will be affluent, high-quality, modern, and sleek.



TV Advertisement: Idea Generation

Secondary Research

I began by researching a range of advertisement techniques, forms and styles so that I could consider how I would use conventions in my own advertisement. This helped me to make my advert more persuasive by using industry-standard techniques. Part of this also included researching other advertisements and seeing how their content created meaning. This helped me in creating y Idea Generation for my own advertisement with the use of a Mood Board and Mind Map.

Mood Boards and Mind Maps

After researching my advertisement, I decided to create my own ideas by looking at key themes in adverts and using them to create my own ideas. This also included looking up statistics and facts so that I could gain insight into what my target audience would want to see in an advert. Based on this, I chose action due to its being very popular with teens and young adults, as show below:

Primary Audience

For most action films the primary target audience is young males aged around 16-25 years old. This is because most action films have large amounts of fast paced

Title: "Target Audiences for Action"

Author: Jack Ambrose

Website: Prezi





Tiny URL (For Preview): <https://bit.ly/3rKiEj6>

Tiny URL (Full Article): <https://bit.ly/3vGvq3h>

I also decided to use connotations of education due to my target audience being between 16 and 19 years of age. I felt that revolving my advert around education would make my product more relatable. To do this, I advertised a watch. I decided to sell this product through advertisement as I could use it to link education with lesson punctuality and time management – creating interest for my viewers.




Advertisement Forms and Styles

Advertisement Forms

Advertisement Forms	Description	Examples
Realistic Narrative	This is when the advert is based on every-day life to add realism (relating to real-life events).	 Andrex Advertisements
Animation	This is when the advertisement uses 3D or 2D Graphics and computer-generation to show animations, or cartoon like sequences. This is to add fun into an advertisement and could be used to appeal towards a young target audience.	 Milky Way Advert – "Red and Blue Car"
Series	A series is a collection of advertisement, such as The Meerkat adverts. Most often, each episode of advertisement is related to one-another, and this type of advert could be used to create a more complex Narrative or could be helpful for if you wanted to experiment with character at any point in a Series Advertisement.	 Meerkat Advertisements
Stand Alone	This is the opposite of a series because Stand Alone is where everything is put into one advert – preventing sequences/prequels of advertisements. This could help to create a bigger variety of adverts.	 Sainsbury's 2014 Christmas Advert

Advertisement Forms and Styles

Advertisement Styles

Advertisement Style	Description	Examples
Humour	Humour involves advertisements which are funny and comedic to appeal to their target audience. This is to create a light-hearted tone to entertain the audience into purchasing the product, example of Humour-styled adverts would involve examples such as Specsavers.	 First Direct – "Barry The Platypus" Advertisement
Dramatic	Dramatic Adverts are more serious hence their name. This means that they are more likely to be fast-paced and could include camera angles such as Dutch Angles, as well as dramatic VFX, darker lighting and music which is more tense.	 "Oreo The Batman" advertisement
Parody	Parodies are a comedic remake of famous adverts/song. This includes the Flash cleaning-products adverts – which include a Parody of "Flash Gordon by Queen and a cleaning-product advert for "Bold" which is a parody of "Gold" by Spandau Ballet.	 "Flash" Advertisement for the Flah cleaning-product, parody of Flash Gordon by UK Rock Band Queen

Audience Theory

Effects of Advertising

The need to make your next advertisement better than your previous one.

Hypodermic Needle Model

Developed in the 1920’s, absorbing the media passively and believing its messages to be true / Persuading them that “this is what you need”.

Example: Looking at the news and forcing yourself its true, “You are going to buy it whether you like it or not!”

Two Step Theory

How a passive audience is influenced by someone’s opinion rather than the media product consumed.

Use and Gratification Needs

This is based on specific needs and requirements from a product and was developed in the 1960’s. Factors of this include:

Factor Type	Factors
Gratification Groups	Escapism Personal Identity Education
Gaming Groups	Achiever’s – People who want to win points Socialisers – People who enjoy the social aspect of games. Killers – People who enjoy killing other players in games.

Audience Response:

Audience Response:	Description of the Response:
Preferred Reading	When the audience agrees with the product or advertisement / what the target audience likes about the product.
Negotiated Reading	When you agree with certain elements of the product but disagree with other elements of the product. An example of this includes voting for an underdog in a Talent Show or questioning a TV Programme on social media.
Oppositional Reading	When the viewer disagrees with everything about the product. An example of this could include a campaign to stop a singer reaching number one in the music charts.
Participatory Reading	When the consumer participates and interacts with the product that they are consuming.

Passive and Active Consumption

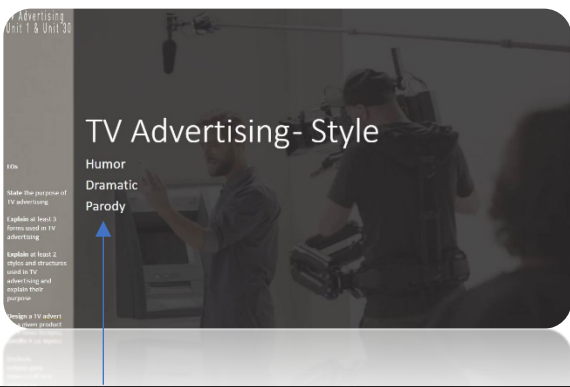
Developed in the 1960’s.

- **Active** – People who engage because they have chosen to consume the product.
- **Passive** – Will not be the target audience because they are forced to consume the media, not challenging the messages.

Advertisement Forms/Styles (An understanding of Advertisement):

Before analysing examples of adverts, I used my Secondary Research to understand the fundamentals of an advertisement and the effect that advertisements can have. This shows that I successfully linked my finding by Informing my ideas into my Pre-Production, because it allowed me to categorize what kind of advert I wanted to create, what response from my target audience, and what forms/styles I would incorporate into my advertisement project; alongside how I would achieve all this through my conventions and ideologies.

The concepts of Advertisement Forms and Styles was introduced to us through in-class revision, where we discussed different forms and styles together so that we could gain an in-depth, valuable, detailed, and insightful understand of types of advertisement. The same was done in-lesson for “Audience Theory” so that we could gain learn and revise an in-depth, insightful, valuable, and detailed knowledge of how advertisement can have different effects on their target audience through the convention and meanings shown.



DISCLAIMER: The following slides pointed to by the arrows were created by the following media lecturer GOLDEN SIALPOLYA and do NOT belong to me. These have been added as examples of CLASS MATERIALS ONLY.

Advertisement Purposes

As part of a class exercise, I analysed adverts to pinpoint their purposes. To do this, I decided how they used advertising conventions to entertain, promote, educate and/or inform their target audience.

Why did I analyse Andrex?

One of the advertisements which I analysed for purpose and meaning was a puppy-based advertisement for Andrex toilet roll. I advertised this due to it containing a lot of symbolism and due to its being iconic. This is because using a puppy makes the toilet paper feel more inviting and is an example of Visual Language as it connotes the product as being soft, luxurious, and cute – appealing to a female target audience.

For analysing adverts such as Andrex, I used all my findings to consider how I could use symbolism and Visual in my own advertisement.

When producing my “Don’t Be Late!” TV Advertisement, I achieved this through denotations and conventions such as clothing, dialogue, and a range of camera angles, alongside Product Lighting to create interest for my target audience.

Analysing Ads – Andrex 75th

Adrex 75th

<https://www.youtube.com/watch?v=yx6gZAKWLHk>

Entertain

- The use of a puppy entertains a female target audience of all ages because puppies are stereotyped as being cute, warm, friendly, loving, and cuddly – connoting Andrex with the same personality traits.
- The use of soft, piano music helps to entertain an older target audience because it connotes a lower, gentler, and slower pace and mode of address which may not be as well received with younger archetypes.
- The variations between home-movie-orientated videos and professionally filmed footage helps to entertain us and engage us by creating interest and contrast – giving a positive representation of Andrex's 75th Anniversary advert being like a home movie, piece of history and story.



Promote

- The association of toilet roll, and a cute, fluffy puppy helps to promote Andrex because it connotes an ideology of Andre being cute, warm, and friendly. It also connotes another ideology and representation of Andrex's tissue paper being soft and cuddly.
- Another use of promotion is a High Angle where we see the puppy's direct gaze at us. This promotes the product because it urges us to purchase it – this is achieved because the use of puppy eyes is often evocative at connoting empathy, love, care and sometimes guilt or sadness.



Ad Analyses – Andrex 75th

Inform

- In my opinion, the TV advertisement fails to inform its audience about the product. This is because it focuses too much on the puppy rather than the actual product this could misinform the audience because it could make us think that Andrex is advertising puppies.

Educate




- The use of home-movies educates us because it connotes that Andrex is a well-established brand and institute of toilet paper.
- However, there is a lack of education because the advertisement only has a puppy, toilet paper with no real explanation as to how they link or any information about the product.



Other Techniques






- Direct Gaze – Puppy staring into camera.
- Symbolism – Use of puppy to symbolise paper as soft and cuddly.
- Association – Associating puppy as cute, thus making Andrex more likeable and appealing.
- Composition – Making the puppy go towards the camera and in the centre of frame so that we can focus on how it stereotypes Andrex.





Link
https://www.youtube.com/watch?v=VuWMBrauRRs
General Notes
Overall, I love how this advertisement is produced and post-produced to be very unconventional: Who else would use grayscale, have a talking platypus and beatboxing bird in one advert or go to such a length with video effects (VFX). It makes this advertisement cutting edge, creative, imaginative, innovative, and clever, such as when the waiter puts a tablecloth down and then it rewinds in reverse (so that the waiter has the cloth back up).


These denotations of futurism (being unconventional) make the advertisement unique and help to create lots of interest for its target audience.
The advertisement is most likely trying to reach a young archetype who are creatives based on what has already been discussed and its settings: A record shop is used which may be popular with musicians and the unconventional grayscale adds contrast to make First Direct bold and adventurous (much like the average Explorer archetypes) – it also makes the advert artistic in a way (as though it has been shot by a professional photographer). The use of a Working Class, everyday street branches out the First Direct audience by connoting a more every day, commonplace, and relatable feel.


The lack of music allows us to focus on what the Platypus is saying to understand themes and genre – perhaps a great example is the “automated truck recording SFX – giving an ideology of what First Direct avoids, making it feel more humane and approachable.
How does it inspire my advert?
For my advertisement, I will be as innovative with my use of camera shots, transitions, SFX and VFX as possible (using Tracking Shots, Panning Shots, Dutch Angles and Low Angles etc.)
My advertisement also shows how Matty is punctual, and his grades improve because of “Perfection” watches: To achieve this, I will show Matty with a tense, action genre before buying the watch to make my television advertisement creative and fun – and appealing to a young audience.

Easy Jet Holidays – Hide and Seek


Link
https://www.youtube.com/watch?v=1tk1DyWpxEU
General Notes
I like this holiday advertisement because from the start, it helps to give us clues as to what it may be advertising. This is mainly shown in the Mise-en-Scene: All the sets look very exotic and foreign (from the beach and its steep cliffs to the elaborate European and ending resort) – hinting that this involves travel and holiday. The use of foreign music emphasizes this and helps the audience to visualize each holiday destination.
This variety of settings helps the Easy Jet “Hide and Seek” advertisement to appeal to a international and multicultural archetype of target audience.



The use of a foggy, misty Icelandic set with the futuristic house helps to combine the old and naturalistic with the new buildings of the modern world – adding innovation to appeal to the youth. This and the low-key lighting create romanticism, and mystery; alongside interest to its contrast with the more exotic, high-key lightings.
Mystery is also created by not revealing the brand name or product to create intrigue so that the audience can continue watching the advertisement.


The sets and clothing, as well as the acting helps to generally connote a happy, playful mode of address and basing it on the game Hide and Seek helps to make it clever, memorable, and iconic – prompting childhood memories to make the advertisement iconic. This is reinforced by the realism of “Hide & Seeks” (creating a childish and playful mood) and denotation of bright, garish colours to appeal to children. The denotation of cast in their 20’s and early 30’s alongside the use of a royal, grand room also connotes that Easy Jet is trying to aim for the family market.

Link
https://www.youtube.com/watch?v=emoUWMmGzXo
General Notes
The Jon Lewis “Man on The Moon” TV advertisements is a highly evocative and emotional video that grabs the viewer regardless of how strong they think they are...
The first hint of this is the soft, mellow music of poetic piano chords followed by lyrics such as “would like to leave this city”, “half the world away” and “I’m still scratching the same old hole”. These lyrics are from a famous and successful Oasis song – thus, this makes John Lewis more recognizable, and memorable for those that realize this – one way in which the advertisement is successful. However, the fact that they have slowed down the song and added a female singer is clever because it enables us to convey their own brand attitude – appealing to the middle-aged and elderly females (a group who may want to settle down perhaps and may be more reflective of themselves).
The lyrics are made even more meaningful by the fact that they are representation of the adverts characters: a lonely girl and lonely old man who both have no friends and feel alone and isolate. Such as The Extreme Wide Shot (showing how isolate and alone the elderly gentleman really is) makes us feel sorry for both protagonists – adding an emotive mode of address for the target audience. Again, this appeal to the middle aged and affluent and makes the advert more poignant.
The Extreme Wide Shot furthermore hints at how small we are in space and the universe around us.


Perhaps the most hard-hitting, emotional, and poignant shot for me is the Extreme Close Up near the end – where we see the elderly man’s tear run from his eye, crying in happiness that someone cares for him. This shows how effective kindness can be (as the girl had already sent him a telescope gift so that he could see her and wasn’t alone). It also shows an ideology that there are people alone at Christmas and we need to care and look out for them.

In these slides, I analysed a variety of different advertisement by discussing content and meaning and linking each paragraph together by introducing a range of content. This has helped me to evaluate a range of advertisements conventions and how they appeal to their target audience to sell their product.

I also added a short section with the subheading “How does it inspire my advert?” to add paragraph of Idea Generation based on my finds. This helps to link my Research with Idea Development so that I can consider how I will denote my conventions to appeal to my target audience.

This exercise was assigned as part of a class discussion where we presented our advertisement findings and discussed in class a few days after research.

How has this inspired my advert?
I will use the ideas from this advert to find my own way of creating a happy, joyful mode of address when Matty has purchased “Perfection” watches – enabling his punctuality, time management and academic work to be improved.
I also used a wide range of camera angles and tilted frame to create a cinematic approach to filming. This creates interest for the viewer by making my advertisement cinematic, innovative and playful but also connotes action to emphasize a lifestyle and ideology of my product solving an issue. The advert has inspired me to do this because it uses High Angles to make the protagonist appear as being smaller than her settings -suggesting that she is tiny compared to the endless opportunities and holiday destinations bought by Easy Jet.


TagHeuer – Porsche Advert

Link: <https://www.youtube.com/watch?v=edsFE7MoZQ4>

- Both my advertisement and the Porsche advert use a fast pace through quick music and motorsports
- Both my advert and the Porsche advert uses a dramatic denotation (visual language) of low-key lighting (which I will be using to show Matty being rushed and late for lesson). This helps to make the advert movie-like, cinematic, exciting and fun.
- Both my advert and Tag Heuer are also cinematic due to its range of camera shots, this conveys visual language helps to connote a bold, adventurous, and cutting-edge mode of address. These different shots also create interest because they show a denotation of contrast and creativity for the target audience.
- Both my advertisement and the Tag Heuer Porsche advert is selling an ideology: The Tag Heuer ideology involves a fast pace, power, and aspiration success as does my own ideology (because I will be showcasing how my "Perfection" watches improve your educational life).



- In the advert, the watch is shaped at like the sports car in an early side shot (CU) to look like the car, enabling us to associate it with an ideology of motor sports and speed. In my advertisement, my watch will on the other hand be a tool for better grades.
- All the Porsche advert uses low-key lighting; my advertisement will use high-key lighting when we see Matty arrive to class on time.
- My advert uses a combination of action music (to show Matty being late), classical music (for an exaggerated tone when Matty is punctual, presenting it like a miracle) and a wrap beat music (to make my advert current and relevant to a young target audience). Alternatively, Tagheuer's Porsche advert uses soft, folk-ballad to make it appealing to a wide audience and do prevent an over-exaggerated mode of address (which could be easily stereotyped due to the themes of motor sports and speed)
- My advertisement has a greater emphasis on cause and effect, because it uses multiple cast; and shows the main character before purchasing "Perfection" watches and after purchasing my product.

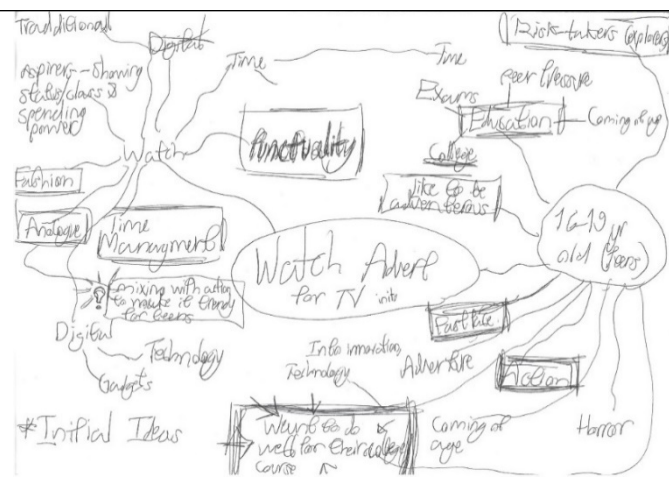


After analysing a range of advertisement, I decided to focus on watch-adverts because die to creating my on brand called "Perfection" watches and wanting to do a watch advert for my own brand. To do this, I thought of what ideas had been inspired by Secondary research and compared the similarities and differences to other watch adverts. This helped me to consider if there was anything missing from own advertisement ideas which could help to enhance my video advertisement.

As inspired by TaghHeuer, I decided to use contemporary, modern, rap-beat music at the end to make the video advertisement relevant, contemporary, and current for my age range. The same advertisement also inspired me to keep the action-scene of Matty running to class and edit it with a fast, cinematic audio track of music – this was inspired by the themes of speed and adrenaline connoted by the denotation of motor sports in TagHueuer’s motor sport advertisement.

After noting down the findings for my Secondary Research, I created a mood board to represent what I was going to advertisement and how I would settings, education, punctuality, and time management to relate to people between 16 and 19 years of age. To do this, I created a blank Word Document and used “Landscape” orientation so that I could visualise as many different ideas as possible. This helped me to think creatively during my idea generation process.

I then used these pictures to assemble a Structured Narrative. To do this, I based my advertisement on a student's how is unsuccessful and late to class until purchasing "Perfection" watches.

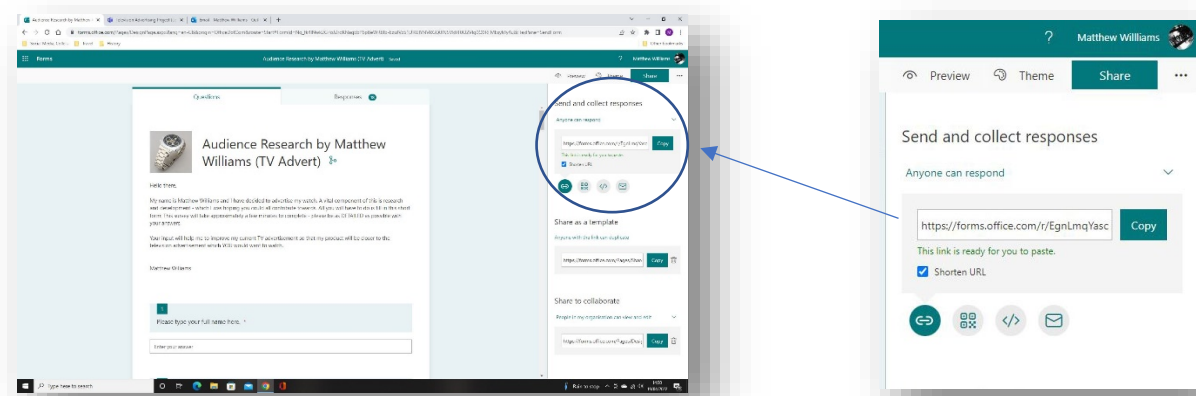


TV Advertising: Primary Research

How did I undergo my Primary Research?

After generating some ideas for my TV Advertisement through my Secondary Research, I created a questionnaire/survey so that I could carry out Primary Research on my target audience. I did this to see whether my target audience liked the ideas which I wanted to incorporate into my advertisement; another important part of my Primary Research was to see what my target audience did not like my idea, their suggestions and how I could use my findings to improve my idea and ensure that it met the needs and requirements of my target audience. This helped to ensure that my TV Advertisement was more successful in meeting the needs of my viewers.

For creating my Audience Research Survey/Questionnaire, I used Microsoft Forms because the app saves your work automatically, allows you to edit each question to your specific liking and has the Unique Selling Point of letting you order your questions as desired. Furthermore, all input from other people is consolidated into pie charts, graphs, and tables etc. to make my findings easier to interpret and understand. This made it easier to know how to improve my idea to meet the needs of my target audience, as well as what they liked about my idea.

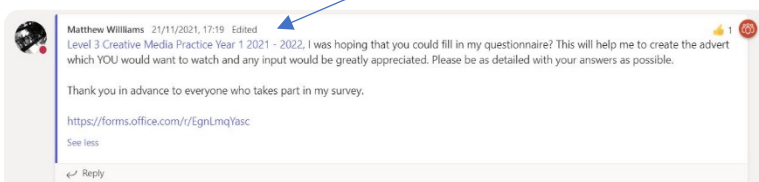


In these two photographs, you can see that I shared my survey by selecting “Shorten URL” and “Anyone can respond” for who I let into the survey/questionnaire. This is to ensure that I can get as much detailed feedback as possible for my TV Advertisement ideas in relation to “Don’t Be Late!”

Asking as much of my target audience as possible also makes my survey more helpful for improving my idea and more accurate. This enables me to create predictions on what my target audience will or will not like to improve my future media productions – providing that most of the feedback is detailed, specific, informative, and concise.

For distributing the survey/questionnaire for my Primary Research, I originally posted it onto my Teams group for Level 3 Media, tagging the relevant team to gain feedback at a nice, prompt pace. I did this so that I could reach as many people as possible.

This decision was taken for my TV Advertisement of “Don’t Be Late!”, and my A1 Shot Film of “Dreams and Dilemmas” only. I did not use this approach during my Music Video as I had received inappropriate, sometimes vague, and highly unprofessional feedback for the Primary Research which I carried out for “Don’t Be Late!” and my short film of “Dreams and Dilemmas” (any inappropriate/unprofessional feedback has been left out of my A1 Portfolio to maintain professionalism).



At the top of this slide, I added a "Questionnaire Link" so that my assessor can easily access the link, enabling them to see what I asked and all the results for my Primary Research.

Next, I have outlined the requirements of my Primary Research. This is so that I can inform my product by thinking about what data I need to support my advertisement. This helps me to create a survey/questionnaire which enables me to gain valuable feedback for improving my TV advertisement.

Research Outcomes for TV Adver

Questionnaire Link:

For my "Television Advertising" product, I had to do Secondary and Primary Research. Secondary Research is looking at examples of similar work; Primary Research is when you collect the data yourself.

For the Primary Research, I created my own questionnaire which can be viewed in the link below.

https://forms.office.com/Pages/DesignPage.aspx?origin=OfficeDotCom&route=OfficeHome&language=en-US#Analysis=true&FormId=Nq_fk4INwk2G7ojZrdKNagEbP6pBeWRBib-EzuJVz51URUIYNVRGQ0INSVk0T0Q2Vlg0Q0RFMEsyMy4u



Survey Aims

- **Discovering My Audience** – My first priority was to identify and relate to my audience. This was done through asking their name and age range, as well as what they would want to see advertised. Answers varied to reveal a diverse range of hobbies and interests within my target audience.
- **Expectation of an advert** – To perfect and refine my advertisement to the needs and requirement of my viewer, I asked them questions about genre and what they would want from an advert. This will make my own feedback and end result more personal, audience-aware, and authentic.
- **Expectations of a watch** – Lastly, I asked them for their own ideas and expectations of a watch so that I could advertise a watch which THEY would be more likely to purchase due to being more appealing and relatable to those between 16 and 19. This link back to the first aim of "Discovering My Audience".

Participant Profile

To collect my responses to support my TV advertisement, I asked people between 16 and 19 due to that age range being my target audience for the advertising assignment. I also asked three professionals above this age range – however, I kept answers from those above 19 to a minimum so I could focus on my target audience, what they want from an advert, and what they want from a watch.

I asked people in education to do my survey as this was for my coursework – I also asked my friends and shared it online through Microsoft Teams, Facebook, and Instagram; showing that my target audience is into technology.

Target Audience

At the bottom of this Primary Research Fact Sheet, I have mentioned about who I have asked to fill in my Primary Research so that I can show that I am trying to gain feedback from my target audience. To show this, I added a questioning asking for the participant's age range – most of my participants were between 16 and 19 years of age. This makes my advertisement more likely to appeal to this age range, because I am using the feedback to discover what they do like about my ideas, what they do not like about my ideas and how I could improve my ideas.

Research Outcomes for TV Advert

Favourite Genres for a Watch Advertisement

Overall, I discovered that my target audience is mainly into action: For instance, question 6 ("If you were creating an advert for a watch, what genre would you like?"), 10 and of 16 people (63%) chose action whilst smaller groups chose adventure. This shows us that my target audience prefers action – reinforced thorough qualitative data such as "it fits the feel of the watch being formal and dramatic", "would make more men want to buy the watch", and "I've seen a lot of action advertisement types and found them to be well done and enjoyable"

This means that my idea will work because I will also be using action through audio and a range of camera shots to engage my audience – this meets my target audience's need and requirement to watch fast-paced action scenes and suggest that it can be and will be successful towards conveying a sleek, formal, dramatic tone to my watch.

6. If you were creating an advert for a watch, what genre would you like?

More Details



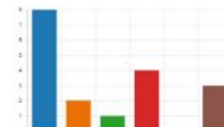
What My Audience Expects from a Watch

Overall, 8 people out of 18 selected "To Be Able to Tell The Time" whilst 4 chose "To be environmentally friendly". This indicates that punctuality and time management are highly important components of any watch for my target audience and that they need the product to be relatable, modern, and relevant so that they can appeal and relate to it. This is reinforced further through "solving problems" – showing that the watch and advertisement is stereotyped as a "solution" for problems.

This supports my idea because my advertisement is trying to solve an issue – in the form of a student being late for class. The use of college will make my watch relevant to my age range and will help to make the watch sleek, modern, up-to-date, relevant, and current.

11. What would you want from a watch?

More Details



In this section, I have decided what genre my target audience would like to see in my watch advertisement. The most popular genre was "action".

Based on these findings, I ensured that my storyline was action-based by keeping the idea of having an Action chase to show Matty running late for class.

Here, I have understood what my target audience expects from a watch – comments included an emphasis on technology, something that looked modern and sleek. Unfortunately, my target audience disliked my watch as it looked basic and "old-fashioned". This shows problem solving, because I solved the issue by buying a watch based purely on the feedback given by my target audience.

Research Outcomes for TV Advert

My Audience's Dream Watch

For this question, many people typed a range of answers (some including Rolex, Kidzooom and technology/gadgets in watches). This shows an interest in technology, innovation and exploring possibilities and also a range of interest in my target audience.

For this advertisement, I will be using an innovative watch which is and my production will be highly technical and innovative due to trying to use different audio and camera angle techniques. If I can get a digital watch, then I will purchase one as soon as possible.

For instance: What might it look like? Do you like a particular brand? Why?

18. Responses:

ID	Name	Response
1	anonymous	would like a watch that has a lot of features and is not too expensive
2	anonymous	A watch that tells the time, date, and has a lot of features
3	anonymous	Apple watch only
4	anonymous	don't have a preference on watches
5	anonymous	Rolex
6	anonymous	The one I would want would be a gold one with a black strap, but I want to be able to tell the time, date, and have a lot of features
7	anonymous	A watch that is a digital one and has a lot of features and is not too expensive
8	anonymous	The one I would want would be a gold one with a black strap, but I want to be able to tell the time, date, and have a lot of features

Can watches improve punctuality, time Management?

For question 18, 14 out of 18 people agreed that watches can improve your "punctuality, time management and educational studies:"

This makes my advertisement successful because the data suggest that watches can solve issues such as being late – this is going to be a key plotline for my own TV advertisement.

Meanwhile, 14 out of 18 people also selected "Yes" for (question 18, "Would you buy watches if they improved your punctuality, time management, and educational studies?")

This shows us that watches can integrate into realism and education – this means that my advertisement will meet the needs of my audience by making it more relatable and moral. This will also relate to my audience because it will encourage and support the advert's aim of motivating and encouraging my target audience into buying "Perfection" watches.

17. Would more students buy watches if they improved your punctuality, time management and educational studies?

Responses:



18. Can watches improve your punctuality, time management and educational studies?



This section of Primary Research was vital to my storyline because the ideology of my "Don't Be Late!" TV Advertisement was to connote "Perfection" watches as improving your punctuality, time management and educational studies. My findings here discuss that my idea is successful because most of my target audience agreed that watches can improve punctuality and time management.

Ways of improving my TV Advert idea:

For these next two pages of audience research, I looked at my survey results and my findings on the needs and requirements of my target audience so that I could decipher what my target audience do not like about my idea.

In this page, my audience did not like my watch because it looked basic and old. However, my target audience did like the black, white, and grey watch that looked modern, sleek, and innovative. Furthermore, some of my findings suggested that my target audience also likes digital watches as many young people are stereotyped with technology.

Based on these conclusions, I came up with the contingency plan of purchasing a new watch that was modern, sleek, and innovative so that I could purchase a product that appealed to my target audience.

Research Outcomes for TV Advert

My Original Watch

Unfortunately, the watch that I thought of using for my advertisement was unpopular, as most of the respondent clicked on "No" for the question "Do you like this watch?" Reasons for this included the watch looking "plain", "vintage", "old-fashioned", and a general fear that some people "wouldn't be able to tell the time on it".



Contrary to this, 13 people did like the blue watch shown on question 22, due to factors including: "trendy", "details and more depth", "modern", "look newer" and countless other reasons.

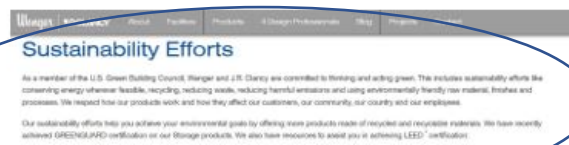
In response to these findings, I will purchase a new watch which meets the needs and requirements of my target audience. To do this, the watch will be sleek, modern, and easy-to-tell the time with some gadgets (if possible).



Purchasing My New Watch

On 27th November 2021, I purchased a new watch from TK Maxx in Farnborough Gate – when doing the purchase, I negotiated and discussed the watches available with the salesclerk, considered what my target audience wanted, and which watch suited these needs best. Hence, I bought a Wenger watch which is black, has a silver/steel out rim on the around the clock and large white numbers to tell the time with.

I chose this watch because it fulfilled the audience's requirements for a "trendy" and "modern" whilst performing the necessity "To be able to tell the time". After doing research, I also discovered that Wenger (as a brand) aims to be environmentally friendly as possible: It does this through things such as recycling, conserving energy, using raw material that is environmentally friendly, reducing harmful emissions and reducing waste. Another perk is that it is a Swiss – this country is often stereotyped with luxury, high quality, and precision. However, Wenger also suits my advert because it will be making my own high-quality brand more accessible to younger people between 16 and 19; this will be done through the advertisement being set in college.



Article Title: Sustainability Efforts

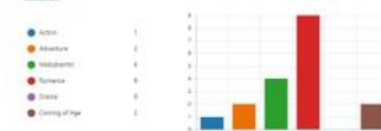
Website, Brand and Author: Wenger & J.R. Clancy

Link: <https://performance.wengercorp.com/about/sustainability/>

Here, I have recognized that my target audience do not like Romance-based productions. This has influenced by advert idea, because I have decided not to use romance in my final cut and have instead opted for someone that is late for lesson. This is relevant to my idea as it lets me use genres such as action (which is more popular with a young target audience).

Research Outcomes for TV Advert

8. What is your least favourite genre?



Genres: Not Using Romance

In my TV Advertisement, I will avoid using romance as a genre. This is because it was an unpopular genre in my target audience: On question 8 ("What is your last favourite genre?"), 9 out of 18 (50%) of participants chose "Romance" whilst the others varied between Melodramatic (chosen by 4 people), Coming of Age (chosen by 2 people), and action (chosen by 1 person). This shows me that Romance is unpopular with 16-to-19-year-olds.

Luckily, this should not be a problem as my story revolves around action and drama. However, I will avoid using Romance and if I do suddenly steer towards Romance; then I will look back at my survey constantly – this will act as a guide of what not to do in my advert and what my target audience expects from my advertisement.

Survey Length

In my questionnaire, survey, a common issue was that my survey was too long due to having too many questions. This is a major issue because it means that my target audience lost interest towards my idea. Consequently, it made them feel overwhelmed and unattracted towards my advertising idea.

In future, I will thoroughly review my questions before distribution and will prioritise which one are and are not needed. This is so that I can receive more accurate and helpful data which helps to better inform my media ideas.

27. What would you improve with this questionnaire?

19 Responses	
1	anonymous: The many questions could make it too long and the more questions the more questions and the more questions the more questions.
2	anonymous: Not too many.
3	anonymous: Not too many.
4	anonymous: To make the questionnaire more interesting, I would like to see more questions that are more interesting and more questions that are more interesting.
5	anonymous: I like the questionnaire but I think it is a bit too long and I think it is a bit too long.
6	anonymous: I like it.
7	anonymous: I like it.
8	anonymous: I like it.
9	anonymous: I like it.
10	anonymous: I like it.
11	anonymous: I like it.
12	anonymous: I like it.
13	anonymous: I like it.
14	anonymous: I like it.
15	anonymous: I like it.
16	anonymous: I like it.
17	anonymous: I like it.
18	anonymous: I like it.
19	anonymous: I like it.



I have recognized that my survey was too long and made attempts to shorten my survey/questionnaires for future projects. For instance, whilst my TV Advert was 25 questions, the survey for my Short Film's Primary Research was 19 questions. This shows that I have tried to attempt to streamline my questions.

By doing this, I achieve better feedback because my target audience do not feel as overwhelmed. This enables me to better decide what to include in my final cut so that I can appeal to my target audience more easily.

TV Advertisement: Pitch and Proposal

Preparing my Pitch

When preparing my presentation pitch, I tried to use as many greys and yellows as possible to increase appeal by making my presentation colourful and engaging. I chose grey due to it connoting class, style, and sophistication. I chose yellow due to its connotation of positivity and because it looks like gold – which I want to associate with my home-made brand of “Perfection” watches to convey connotations of high quality, aspiration, success, and excellence.

How effective was my pitch?

My pitch was highly effective because I was able to describe my ideas in enough detail and as briefly as possible to make the understand what I hoped to achieve my project. This was helped by my presentation’s layout and graphics to make it as interactive and engaging for my client.

Another crucial reason for why my pitch was effective was because I had done a lot of Secondary and Primary Research beforehand. Consequently, I was able to support my idea through Quantitative Data and persuade my client as to why it would be successful through Qualitative Data.

On my front pages, I have made my copy white to stand out from its grey background and have used grey to connote class, and sophistication. This is because my brand is called “Perfection”.

The title is in large font-size so that it stands out, giving you an idea of what my pitch is about based on what the title. Furthermore, a logo of a watch with the brand shows my housing style and the branding that I have chosen to associate with my product. Seeing this first makes my brand more memorable, iconic, and recognizable.

Perfection Watches TV Ad

Matthew Williams

Begun on: 14/11/2021

Completed on: 22/11/2021



Brand Identity / Housing Style

Brand Name:

- Perfection

Brand Slogan

- Perfectly on time, Perfectly in-sync, Perfectly successful

Why this branding?

- Repetition of “Perfect” to make watch sound like a high-quality product and to make it catchier and more memorable.
- Encourages you to purchase the watch
- Promoting a lifestyle where you are wealthy, affluent, successful and in-control of your life.
- Can be used for a variety of advertising forms and styles.



Creating a Brand for my Advertisement

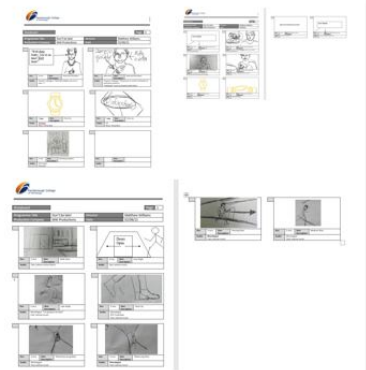
For the TV Advertisement Project, I decided to create my own branding to show creativity, authenticity, and originality towards my product. I chose to name this brand “Perfection” as this word infers connotations of luxury, high-quality, success and aspiration. This helps to make my advert more innovative because my video advertisement is making my watch more relatable and accessible to young viewers within the Working Class.

In these next three slides, I am giving a brief idea of what I plan to produce for my Television Advertisement – hence why I have arranged these slides first for my portfolio. This gives my client a clear idea of what to expect and makes my presentation more logical.

Synopsis and Characters

A constantly late and unsuccessful student discovers and then purchases Perfection watches when chatting to a snobby peer – causing his punctuality, time management and educational studies to improve.

- Matty – The main protagonist who is always late to lesson.
- Fraiser – He is always snobby and uses “Perfection” watches – casing him to be a successful, punctual student.
- Teacher – Is often frustrated at Matty for being late but can also be supportive and appreciative.



Mise-en-Scene

Mise-en-Scene

- This advertisement will be set in college to make the ad more relatable for its age range – reinforced through colloquial clothing to make the advertisement to relate to realism. The main props of the advertisement will be a watch and the lighting will be low-key, and then high-key: This is to emphasize the improvements bought by “Perfection” watches.

Audio

- Music – to create atmosphere and hyperbolize the improvements and lighter feel bought by “Perfection” watches.
- SFX and “I’m going to be late!” monologue (VO) – To show Matty’s life without Perfection watches; his life more stressed, panicked and frantic without “Perfection” watches.
- Dialogue – To promote the product, describe its perks, and connote realism.

Forms and Styles

Forms

Realistic Narrative

- My video will be using realistic narrative (realism) to make “Perfection” watches relative to my age group.

Styles

Dramatic

- I will be using the genres of action to appeal to my target audience by connoting a fast, quick pace that reflects Matty’s stress and hurriedness towards being late for class. This will be the USP (Unique Selling Point) of my watch and will help to make my television advertisement innovative.

TV Advertising- Style

Humor
Dramatic
Parody

TV Advertising – Structure e.g. FORM

- Realist narrative
- Animation
- Documentary
- Series
- Stand alone

In this slide for “Quantitative Primary Research”, I have copied and pasted snips of my research outcomes which were generated through Microsoft Forms. I have then used the “Design” tool in PowerPoint to create a modern, professional, sleek, and high-quality presentation.

This attracts my client into reading the figures so that they are more likely to support my idea.



Quantitative Primary Research

6. Why would you want this genre in a watch advert? How might you show this genre?

1. **Genre:** Action
2. **Why:** To show how the watch can cope and keep people
3. **How:** To show the watch can cope
4. **Why:** To show the watch can cope
5. **How:** To show the watch can cope
6. **Why:** To show the watch can cope
7. **How:** To show the watch can cope

7. Why would you want this genre in a watch advert? How might you show this genre?

1. **Genre:** Action
2. **Why:** To show how the watch can cope and keep people
3. **How:** To show the watch can cope
4. **Why:** To show the watch can cope
5. **How:** To show the watch can cope
6. **Why:** To show the watch can cope
7. **How:** To show the watch can cope

Qualitative Primary Research

The aim of this slide is to expand on the Quantitative Primary Research from the slide at the top of this page through the denotation of Qualitative Data. This is to explain the reasons behind the statistic seen in my "Quantitative Primary Research" and what people like about my idea. Another aim of this is to create idea generation and make the client think about any thought or suggestions for my TV Advertisement Project.

Secondary Evidence to Support my Ad

What age group goes to the cinema most?
OF POPULATION

Moviewatchers age **18-24** and **25-39** made up the bulk of frequent moviewatchers in 2016, 38% percent, compared to 21% for frequent moviewatchers aged 2-17, according to the chart titled "Most Frequent Moviewatchers by Age Group." However, youths aged 12-17 make up 13% of that 21% or 62%.

<https://www.moviewatch.org.uk/news/articles/who-goes-to-the-cinema/>
Who Goes to the Movies? - Movieguide

Who is the target audience for movies?
Segmentation analysis

The cinema industry categorises audiences in many different ways but often relies on an age-related scheme which closely follows the film certification categories (U, PG, 12A, 15, 18). Children (5-11 years old) **Family groups**, **Teenagers**, **young couples** / **students**.

<https://www.independentcinemaoffice.org.uk/understand/audiences/>
Understanding audiences - Independent Cinema Office

Primary Audience

For most action films, the primary target audience is **young males aged around 16-25 years old**. This is because most action films have large amounts of fast paced scenes, violence and sexual content which would be the gratifications this audience will look for.

<https://www.imdb.com/feature/target-audiences-for-action/>
Target Audiences for Action by Jake Ambrose - Prezi

lead role, but when they do it is to combat the stereotype of females being weaker than males. The age that action films target is approximately 15-45. Teenagers love the adrenaline burst they get from watching action films and this often continues into adulthood. However, once they reach the age of about 40, the appeal of action films to them wanes down which is why the primary audience is young people. It is mainly

Here, I have focused on the denotation of data and statistics when showing Secondary Research that supports my idea. To do this, I selected information which shows how popular action is and data that relates to my advertisement conventions to give myself strong support for my TV Advertisement pitch.

I focused on quantitative data because it uses data and statistics to support my idea. By using data and statistics, the data can be proven and is not as subjective. However, I could also have used some qualitative data to better expand and explain on the quantitative data gained through my Secondary Research.

Camera Shots

Shot Types	Shot Examples
Wide Shot	<ul style="list-style-type: none"> To act as an establishing shots which introduces setting, and sets the theme, genre and tone of the advert.
Insert Shots (CU, ECU)	<ul style="list-style-type: none"> To emphasize the product and creates interest for the viewer. Matty turning the door handle to go into class
Low Angle	<ul style="list-style-type: none"> Matty running into campus, creates panic to empathise with him because it look like his foot will crash into the camera. Use of angle will create interest
Tilted Long Shot / Extra Long Shot	<ul style="list-style-type: none"> Matty running to class down the corridor.
Panning shot	<ul style="list-style-type: none"> Matty runs past the class hurriedly
Head and Shoulders	<ul style="list-style-type: none"> Matty introduces perfection watches His teacher exclaims "Matty, why are you so late?" and then "Well done Matty, you're on time!" at the end of the advert. Then zooms in to interest audience.
Over the Shoulder Shot	<ul style="list-style-type: none"> Dialogue Shots to show interaction.

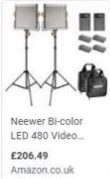


In my "Camera Shots" slide, I have written down possible angles as notes with a simple synopsis of what you will see in each shot. This is to make my slide as simple and easy to read as possible to adhere being brief with my presentation.

Shots described have been shown through storyboards and phone photos so that my client and peers can visualise the type of camera angles that they would expect to see in my TV Advertisement. This makes my slides self-explanatory to give the client an idea of my TV Advisement. It also makes the slide concise, simple-to-interpret, and creates interest.

Budget and Resources

Resource	Costs
Watch	£50
Media Starter Kit (SD Cards, Card Reader, HDD)	£50
Canon DSLR 550-D	£190.43
TH650 Tripod	£133.99
LED Lighting Kit	£206.49
Zoom-05 Digital Audio Recorder	£209
Batteries	£50
Actors	£749,484.70
DaVinci Resolve	FREE
Adobe Premiere Pro	£238.42
TOTAL	£750,610.03



In my "Budget and Resources" slide, I have created a table by going into "Insert" and then using the "table" icon to customise the number of rows and columns. I have created a table so that I can display a spreadsheet of the resources which I plan to use and their expenditure. This is to clearly show my client what I need and how much it will cost so that they can understand the individual cost per resource.

In my table, I ensured that all the prices listed were as accurate as possible through the use of using snips of sites such as Amazon, Google Shopping and eStore (the college site for buying materials such as the "Media Starter Kit". To present these efficiently, I put prices beneath each other with the total cost at the bottom. This makes it easy to add all the individual prices together for checking that total is correct because my prices are laid out like a mathematical sum.

The "TOTAL" is on the bottom of the slide and in capital letters to stand out – because the client needs to know much money is needed altogether so that I can be paid for my TV Advertisement Production. This makes it less likely for my production to become bankrupt.

Schedule

Stage / Activity	Time	Location
Pre-Production	15/11/2021 – 29/11/2021	N3, Home
Filming Sessions	30/11/2021 01/12/2021 03/12/2021	30/11/2021 – N Block if possible; however, ETC 3 and 4 will be used if N Block is busy 01/12/2021 – Filming down the Mall. 03/12/2021 – Filming in TV Studio
Audio Recording	01/12/2021	ETC 3 and 4, or ETC 12A if other rooms are being used.
Video Editing	06/12/2021 07/12/2021 08/12/2021 09/12/2021	N3, and ETC.

Here, I have added a backup plan for if N-Block is in use when filming. This is to create a Contingency Plan for where I film if a location is unavailable. This helps to move the equipment to a new location quickly, so that I have more time to do filming. This is because I am wasting less time on finding somewhere new to film.

Don't be Late

Prepared by:

*Matthew Williams, MW Productions**09/11/2021*

For:

Perfection Watches

For my client, I typed in "Perfection Watches". This is because my aim was to sell their products.

Putting my made-up brand down as my client makes my project look more convincing and realistic, because it connotes that I am working for a client.

A student is always late for lessons but suddenly begins to improve in his time management, punctuality and educational studies after purchasing "Perfection" watches.



Detailed description of idea: I will be advertising my branding of "Perfection" watches. To do this, we are introduced to Matty (who is scruffy, late and bad at his academic studies).

Frasier recommends "Perfection" watches in an exaggerated, descriptive mode of address which could be stereotyped or interpreted as snobby by some viewers. And whilst both Frasier and Matty will wear colloquial clothing, the teacher will be wearing smarter clothing to reflect his age, experience that he knows what is right and what is wrong; the teacher is frustrated by students who are late but is also appreciative and even praising when they do well.

Matty being late for class will be showed through an action scene where Matty is running to class. This will be using a range of shots: such as Ma Low Angle of Matty running into campus, a Low Angle of Matty running past us (to create suspense my making us think that he will step on us) and A Tilted Long/Extra Long Shot to connote an action and innovative feel. The sound effects of panting and an audio recorded monologue ("I'm going to be late!") will be used in this scene to stereotype Matty's stress and panic.

A range of musical styles will create interest: Action will be used to create a frantic pace, classical music to connote the "Perfection" watch as a miracle and rap music to make it current, modern, relevant and trendy.

The TV Studio will be used for Close-Ups and Extreme-Close-Ups of the watch against a white-screen, and with LED Lights. This is to create colours (such as making a blue tint, or a white tint to contrast with the blackness of my watch).

Target audience: I will be targeting 16-to-19-year-olds. To achieve this, my storyline will be based in education to make my advertisement relatable to this age group of demographics. I will also be using rap music to reinforce the advertisement of "Perfection" watches as being up-to-date, modern, and current and will structure the opening scene like an action music to show pace, create pace, appeal and interest for the target audience.

The lifestyle of my target audience will be based on those in full-time education (mainly students). This is because the settings and storylines are based on education and punctuality. In the advertisement, a student called Matty is late for class until purchasing "Perfection" watches. However, the denotation of education may also interest and engage teachers, lecturers and those who work or have previously been employed in education

This also leads me onto my hobbies and interests – my advertisement will appeal to those who are interested in technology, punctuality and time management, and watches.

When providing a "Detailed description of my idea" and "Target audience", I put in as much relevant detail as possible to ensure that my client know what my idea was and knew it appealed to. This helped to make my idea more credible and appealing because my client knows how I plan to produce my advertisement and how I will use advertisement conventions to appeal to my target audience.

Poor Audio Quality

Unfortunately, I over-relied on camera audio which resulted in poor audio quality. This is reinforced by the connotation that I only used a “Canon 550D” and TH650 Libec Tripod.

To improve on my audio skills, I expanded on what I used through my Booking Forms, Proposal and Resources Lists. To do this, I have used Audio Dialogue Replacement (ADR) by recording audio separately from my camera-system/setup.

Here, I have been detailed and highly specific with exact forms of support and requirement needed to make my TV Advertisement successful. This is to ensure that I can receive the best and most appropriate support possible.

In this slide, I have used specific equipment terminology to make my prices as accurate as possible, and to give my client a clear, definitive idea of how I will be producing my TV Advertisement of “Don’t Be Late!” This creates a link of honesty and trust between the producer/director and the client so that they are more willing to fund my “Don’t Be Late!” advertisement, enabling it to be a successful media production.



In relation to socio-economic status, my target audience will appeal to The Working Class. This is because most UK citizens between 16 and 19 are in this socio-economic statements and people in this class range are more likely to attend everyday colleges than Middle Class and above (who be get their children to access Higher Education, Home Schooling, University or Prestige /Generally Posh Schools and Colleges.

The video advertisement will appeal to a wide range of geographics as it does not specify a location but instead focuses more on its storyline, and how “Perfection” watches can improve your punctuality, time management and educational studies. It will most likely appeal to a British national audience as the dialogue is shot in English and the college is well-developed.

Resources: *I will be using a Canon DSLR 550-D video camera for its high quality and a TH650 Tripod to increase the shot quality by making it well-balanced and as still and clear as possible. A Zoom 05 Digital Audio Recorder will also be used for recording professional voiceovers and some SFX (mainly the panting).*

Talent for my advertisement will include professionally trained actors from Performing Arts to play each character.

Project schedule: *Hopefully, I will be filming from 29th November 2021: On 30th November 2021, I will be filming scenes and then the classroom scenes. Friday 3rd December 2021 will see me filming in the TV Studio. The rough cut for my TV advertisement should be ready for viewing between Wednesday 8th December 2021 and Thursday 9th December 2021 and will be shared with my target audience through Microsoft Forms so that I can improved and tweak the advertisement if necessary.*

Personnel requirements: *I will need 3 cast members: One to play Matty, the other to play Fraiser and one more to play the teachers. Matty will wear colloquial clothing which smartens a little to show his improved punctuality, time management and educational studies. Fraiser will be casual-smart to make him relatable yet snobby. Meanwhile, the teacher will be smart to stereotype his knowledge and experience.*

I will also need backup operators and at least THREE lighting crew for the TV Studio shoot.



Budget: *This project will cost a total of £750,610.03. The highest cost will be that of the actors from Performing Arts (£749,484.70), followed by a 12-month package of Adobe Premiere Pro (£238.42) and £209 Zoom-05 Digital Audio Recorder. Other costs include a Canon DSLR 550D (£190.43), a TH650 Libec Tripod (£133.49), spare batteries for the cameras and lighting (£50), and a Media starter kit (costing £50 and including an External Disk Drive, SD Cards and Card Reader). However, perhaps the most important cost itself includes the watch which I will be advertising (£50).*

Subheadings above are shown for your guidance, consider professional presentation for your client.

TV Advertisement: Presentation Feedback

Responding to my Presentation Feedback:

After my pitch, media lecturer Golden Siaploya asked how my watch compete with newer watches that implement different technology (Digital Watches). This is relevant to my advertisement because I am doing a watch, and because most young people are stereotyped with technology and innovation.

So, I decided to do further secondary research into Digital Watches, advertisements on Digital Watches and how they would appeal to a target audience between 16 and 19 years of age. To do this, I analysed their content and meaning and how they made their advertisements modern and innovative.

Samsung Watch 4 Advert: "Classic"

Link: <https://www.youtube.com/watch?v=TpCHmT5Ulpk>

Content

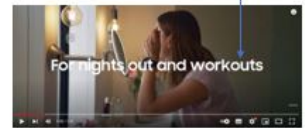
- There is more emphasis on the product than with the "Unveiled Advert" for Samsung's Galaxy Watch 4.
- The product's technology is integrated with health and fitness.
- It is also integrated with every-day life.
- Video-Effects: Slow/Fast Motion, Jump-Cuts, Cutting-to-the-Beat
- Denotation of bright, positive colours and High-Key Lighting.
- Fast-paced music which is modern and contemporary.

Meaning

- In this watch, more technology is shown in the advertisement through more inset shots on the watch. This is to make the watch feel accessible to the target audience by giving us an idea of what the product looks like – encouraging us to purchase it.



- Throughout the advertisement, the technology is coherent with the connotations of health and fitness. For instance, this is stereotyped by when the protagonist checks her EG Levels and uses the watch to do a skipping workout. This is to connote the watch as creating a healthier, more fulfilling, and happier lifestyle which gives you more energy. This appeal to a demographic of audience that is into health and fitness.
- There is also an ideology of the watch being integrated with everyday life to make it feel accessible, relatable, and casual for its target audience. For instance, the opening subtext says "For night-outs and workouts" and we see the protagonist using her watch to answer a phone call. This creates further meaning because it also turns the watch into a phone to make it clever, futuristic, unique, innovative, and inventive. This appeal to young viewers who may often use smartphones and makes the product relatable for young viewers. It also appeals to those who aspire to a health lifestyle.



Samsung Watch 4 Advert: "Classic"

- Technology is connoted through the use of Video Effects to create contrast between fast-motion and slow-motion. This acts as a representation of the watching being able to adapt to a range of circumstances and scenarios and connotes its ingenuity and cleverness. Further, the use of Jump-Cuts helps the advertisement to smoothly flow between each scene and location to connote the watches sleekness, and high quality.

Here, slow-motion is used to emphasize the protagonist exercise due to a happy and healthy lifestyle. This encourages the viewer to buy the Samsung "Classic" Watch 4.



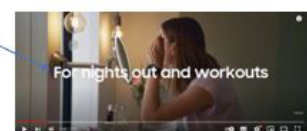
Here, a fast pace is used to show urgency, excitement and the energy level created by the watch's benefits of a happy and healthy lifestyle.



- The music is fast-paced, and energetic to stereotype the protagonist's energy levels as a result of using the Samsung Watch 4 "Classic" education. This denotation of music makes the advertisement snappy, energetic. Positive, lively, and catchy so that we feel motivated into purchasing the product that is being advertised.
- The advertisement uses a lot of natural, high-key lighting with bright colours to connote positivity. This is to connote an interpretation of the Samsung Galaxy Watch 4 "Classic" brand creating a healthier and happier lifestyle.



- White text is also used to emphasize the benefits of the watch; it is white to fit with the high-key lighting (creating a branding identity) and is Sans Serif "Abadi" to ensure that it symbolizes the "Classic" Samsung Watch 4 as being elegant, smart, current, and modern. This creates meaning by making the watch more relatable so that it can encourage its target audience into purchasing the "Classic" Samsung Watch 4. This also makes the advertisement easier to interpret for young viewers, and thus more relatable for its target audience.



Why did I analyse product advertisement by Samsung, Apple, and Google?

For researching Digital Watches, I chose to analyse advertisements by Samsung, Google, and Apple. This is because these companies are institutes (established brands) who are well known for their high-quality of technology. Based on this, I was intrigued to see how what the Digital Watches looked like and how conventions were used to stereotype the product themselves or lifestyles associate with each product.

When analysing the conventions used for each advert, I focused on how the Digital Watches integrated with everyday life, how they were stereotyped through mise-en-scene to create meaning, and especially the transitions and VFX used to make each advertisement innovative, inventive, modern, and cutting edge. I especially wanted to analyse cutting edge post-production techniques so that I could consider how my own denotation of transitions and Video Effects would appeal to a target audience between 16 and 19 years of age.

Apple Watch Series 6

Link: https://www.youtube.com/watch?v=RkRQ_ayXw8

Purpose

The purpose of this advertisement is to entertain the target audience and inform them that getting into fitness can be easier than you think. This is because the watch inspires the protagonist to undergo a variety of physical exercises with the use of lighting, Narrative, and audio editing to make the advert entertaining. This is because audio speeds us to create a fast pace at the end of the advert to make it more exciting and thrilling to watch.

Content

- Interaction Between the Apple Watch and protagonist.
- Golden-Hour Lighting
- The protagonist doing a voiceover to describe her Narrative, and how it is shaped by the watch
- Health and Fitness
- The protagonist's voice and the music speed and get louder nearer the end of the advertisement.



Meaning

- In this advertisement, the Apple Watch drives the Narrative forwards by stereotyping the protagonist from a relaxed archetype to someone who is caught up in health and fitness, eventually climbing a mountain. This is to stereotype the quest to succeed, accomplishment, and self-improving – relating to The Reformers in relation to audience demographics and psychometrics. Furthermore, it connotes an ideology of the watch being life-changing because it inspires you to become fitter and healthier.
- However, the watch makes the protagonist take on a lot of work. This could make it unideal for people who are new to health and fitness because it may push these people too far, causing injury.
- A Unique-Selling-Point (USP) of this advertisement is that it connotes themes of travel. For instance, this is stereotyped by the protagonist climbing a mountain and practising Taekwondo in a desert.



Apple Watch Series 6



- We can see that the watch measured figures such as "Blood Oxygen" and openly tries to communicate with the protagonist – this makes the Apple Watch clever, smart, communicate, and as though it is alive. However, some people may find this to be creepy and eerie.
- At the start of the advertisement the audio is slow, relaxed and peaceful to represent the lack of fitness that the protagonist is taking on; by the end of the advert, the protagonist's voiceover and music is sped up and louder, overwhelmed with an array of exercises so that the word "relax" is nearly forgotten. This is to represent the increased level of health and fitness in the woman's lifestyle. This connotes an ideology that Apple's watches will make you energetic, lively, healthy, and happy.

Here, the voiceover (shown by the subtitles) is now listing a variety of activities and has been sped up so that it can do this. This allows us to interpret the watch as leading to a stronger, healthier and much fitter lifestyle.



- Golden-Hour is incorporated into the interpretation of the protagonist relaxing. This is because Yellow-Tints are often more uplifting and happier than Blue Tints, which are sadder and colder. Alternatively, the Yellow-Tint alters to a White-Temperature to show neutrality and positivity when the female protagonist is exercising. This connotes positively with the watch because there are still happy, bright, and positive colours. This encourages us to buy Apple's Series 6 Watch as it connotes a happier, purer, and healthier lifestyle.



Samsung Watch 4 Series Advert:

Link: <https://www.youtube.com/watch?v=djvGirUIBxM>

Purpose

The purpose of this advertisement is to entertain the target audience. This is connoted by the denotation of motion graphics to switch between slow motion and fast motion and the choreography with the music to show dancing and rhythm.

Content

- A denotation of voiceover ("one!"), breakdancing/choreography and modern house/hip hop dance music to relate with young viewers.
- Silhouette at the start of the advertisement.
- Costumes which are outlandish and/or modern.
- Symbolisms of Health and Fitness, and confidence/power.
- The use of whites to connote the watch with purity.
- Sleek Product Lighting and Movement through Insert Shots.
- Pun – "Time to watch".



Meaning

- The advertisement for Samsung's "Watch 4" contains choreography and breakdancing to make stereotype Samsung's watches as being trendy, current, relevant, modern, and contemporary – appealing to young viewers. The fact that this denotation of choreography maintains the same pace connotes the advertisement as rhythmic to connote the watch as being accurate, trendy, and well-made (as reinforced by the high quality of choreographed and well-timed dancing-to-the-beat).
- Many of the costumes and fashion styles are highly inventive, inventive, and sometimes outlandish to advertise Samsung as being a unique, eccentric, inventive, creative, and imaginative brand of watchmaker.



Samsung Watch 4 Series Advert:



- This watch advertisement for Samsung Watch 4 contains a lot of white to instil Visual Language into the advertisement; alongside an array of bright colours and high-key lighting to connote a positive mode of address. This helps to represent the Samsung's watches with connotations of goodness and purity to stereotype their brand as being high quality and full of excellence.
- The advertisement contains references to health and fitness, a stereotyped through the sitter with a tennis racket, the female wearing black clothing (to connote class with the product) whilst lifting dumbbells and the white-clothed female actor practising martial arts. This connotes an ideology of the watch reading to a healthier lifestyle and better confidence due to the confident and strong-looking facial expression of each cast member in the advert.



- In this advertisement for the Samsung Watch 4, the insert shots use motion graphics by switching between slow-motion and fast motion to create interest. This is to create interest by reinforcing a brand identity of the product being clever, modern, creative, innovative, and inventive so that it can appeal to a young target audience of teens and young adults.
- Interest is enhanced through the advertisements use of lighting: For instance, the use of Monochrome and Silhouettes at the starts of the advert creates mystery and interest for the viewer. The colourized lighting through the rest of the advert however creates positivity; whilst the dancing amongst coloured backdrop connotes romance due to the use of red and neutrality due to the denotation of a deep blue.



In this Close-Up, we see that the Product Lighting creates moving shadows which the number "9" moves long to make the watch innovative, clever, sleek, smooth, and accurate.

TV Advertisement: Pre-Production

Why was my TV Advertisement Pre-Production effective?

My Pre-Production was effective because it was ordered logical, so that I could begin by creating the mise-en-scene of my TV Advertisement and then how I would shoot that content. This ensured that all my planning was detailed, specific, carefully considered, and coherent to the Final Cut which I wanted to achieve.

Another reason for my Pre-Production being effective as because I did Contingency Plans, Recces, and Risk Assessments for dealing with issues and to demonstrate detailed Problem Solving. This enabled me to learn from my mistakes, such as when I prepared myself better for filming in the TV Studio due to not printing off some of Pre-Production for shooting Narrative a few days earlier.

What would I improve and why?

For negotiating my cast, the main point of communication was between myself and Performing Arts Lecturer, Sian Holland. To improve this, I could have asked for the names of my actors to create a group chat of my cast and crew – creating a Professional messaging tab for my Production Team to communicate through. This would have helped for being notified of any sudden updates concerning my cast/actors.

On the day of filming, I met my actors at the Theatre for 11:50, as agreed with Sian Holland. After forgetting to record the relevant audio recordings on that day, I had to find out the actor who played Matty from a Level 3 Media peer who is friends with him. Having known that person through asking for the actor's filming would have made this less time consuming.

Production Schedule



DATE	EVENT/ ACTIVITY	LOCATION	PARTICIPANTS	MATERIALS TO BRING/ THINGS TO PREPARE
31/10/21 04/11/21 13/12/21	Production Schedule	8 Wilton Court, Farnborough, Hampshire, GU14 7EL	Myself	Production Schedule Template External Disk Drive
01/11/21 02/11/21	Secondary Research	Farnborough College of Technology, Farnborough, Hampshire, UK, GU14 7EL 8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Google YouTube Word Document for Taking Notes Pen / Paper External Disk Drive
03/11/21	Discussion and feedback of my advert examples	N3 Classroom, Farnborough College of Technology, Hampshire, UK, GU14 6SB	L3 Media – Year Group A	External Disk Drive Computer, Interactive Board Relevant Advert – YouTube Secondary Research word document – completed

Page 1 of my Production Schedule – TV Studio

I did my Production Schedule first so that I could efficiently layout how I wanted to run my project – this gave me more control over my TV Advertisement by letting to decided when I would do each activity. Each activity was planned based on the availability of the relevant personnel, and the progress of the previous activity to make my Production Schedule as accurate, helpful, and reliable as possible.

In the first week of my project, I began by doing some Secondary Researching by looking into example of other companies' advertisements and considering how they influence my own TV advertisement. After this, we discussed our finding in class. This allowed me to think of new ideas for when I do Secondary Research and made me consider why an advert might be effective for its target audience.

Week 2 of my TV Advertisement Project

In my second week of the project, I focused on generating my ideas and Pre-Production by looking at my Secondary Research and thinking about how it inspired my own TV Advertisement Project. This enabled me to focus on created a high-quality of detailed and specific pre-production throughout the week so that I could successfully film my TV Advertisement.

04/11/21 05/11/2021 22/11/2-21	Mind Map and initial Ideas	8 Wilton Court, Farnborough, Hampshire, GU14 7EL	Myself	Pen / Paper Blank Word Document Google Images External Disk Drive
02/11/21 08/11/21	Mood Board	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself	Blank Word Document Google Images External Disk Drive
08/22/21 22/11/21	Treatment	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself	Microsoft Teams "Treatment Template" External Disk Drive
02/11/21	Script	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Blank Word Document "Treatment Template" External Disk Drive
03/11/21 22/11/21	Storyboards	Farnborough College of Technology, Hampshire, UK, GU14 7EL	Myself	Script External Disk Drive
22/10/21	Shot List	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Storyboards External Disk Drive
02/11/21	Questionnaire on "Audience Research" to determine what the needs and requirements of my target audience.	Farnborough College of Technology,	Myself	Office 365 Microsoft Forms Microsoft Teams

		Hampshire, UK, GU14 6SB		Smartphone (for sharing on the move)
03/11/21	One-to-one meeting with my tutor and course manager for Level 3 Media, Josh Sparkes Topics discussed relating to TV advert: When to release my questionnaire (in a few weeks from 03/11/21), and general coursework.	N3 Classroom, Farnborough College of Technology, Hampshire, GU14 6SB	Myself Josh Sparkes	Work done so far Topics to discuss: Advert-Related
21/11/21	Distribution of my questionnaire.	8 Wilton Court, Farnborough, Hampshire UK, GU14 7EL	Myself	Social Media Microsoft Teams Survey URL Link
24/11/21	Creating a Research Outcomes document for my questionnaire	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Blank Word Document Survey Results External Disk Drive
25/11/21	Final review of all paperwork based on my research outcomes	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	External Disk Drive Work Done So Far
28/11/21	Buying a new watch based on the needs and requirements	Unit 2, Farnborough Gate, Blackwater Retail Park, Farnborough GU14 8LB	Myself	Wallet and Bank Card Smartphone Storyboard A1 Shot Film Research Outcomes (Primary Research)
11/11/21 23/11/21	Legal and Ethical Issues	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Microsoft Teams "Legal and Ethical Considerations" External Disk Drive

14/11/21 23/01/21	Reece Templates	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	"Reece Template" External Disk Drive
14/11/21 23/11/21 24/11/21	Risk Assessments	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	"Risk Assessment" External Disk Drive
11/11/21 24/11/21	Personnel List	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	"Personnel List" template External Disk Drive Microsoft Teams
11/11/21 24/11/21	Resources List	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	"Resources List" template External Disk Drive Microsoft Teams
24/11/21	Booking Forms	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself	Microsoft Teams Booking Form Template External Disk Drive
26/11/21	Proposal Template	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself	FCOT Proposal Template External Disk Drive
14/11/21 23/11/21 26/11/21	Presentation for my pitch	Farnborough College of Technology,	Myself	PowerPoint Google Images External Disk Drive

		Hampshire, UK, GU14 6SB		
29/11/21	Pitching and discussion of my idea to the media lecturers	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself Josh Sparkes Emily Tait Golden <u>Siapolya</u>	Proposal Presentation Survey
02/12/21 30/11/21	Taking photos of my shots to test them and see whether they are appropriate for my TV Advertisement	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself	Smartphone Camera Storyboard Treatment
30/11/21	Filming of my TV advertisement – Narrative Screenplay	<ul style="list-style-type: none"> E Block & Mail N Block Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself Lewis McBain Kyle Parry James Kenton-Wither	Canon DSLR 550-D Camera TH650 Tripod 16 / 32 GB SD Card Card Reader External Disk Drive
03/12/2022	Product Lighting Shoot	TV Studio – Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself Ryan Davies Emily Mitchell	Canon 550D, TH650 <u>Libec</u> Tripod LED Lighting Smartphone Torch White Background “Wenga” Watch (the product itself)

Week 3 of my TV Advertisement Project

From the 30/11/2021 to the 03/11/2021, I carried out the production of my TV Advertisement: this was achieved by shooting my Narrative on 30/11/2021. To do this, I had been in contact with Performing Arts Lecturer Sian Holland in the days leading up to 30/11/2021 who was able to provide with three male actors. Over the next few days, I vide edited my Narrative footage in Adobe Premiere Pro so that I could demonstrate good progress and time management for my TV Advertisement Project.

The period between 30/11/2021 to 03/12/2021 was also spent preparing for my shoot in the TV Studio on 30/11/2021. This is because my shoot on the 30th of November 2021 was rushed and inefficient due to poor preparation as a result of not printing off any script, storyboards and shot lists for the shoot. To improve on this experience, I spent the next few days looking over the shot list and storyboard needed for my shoot to show Product Lighting in the TV Studio on the 3rd December 2021 (A SCRIPT WAS NOT Needed as this filming session did not require any audio). As a result of improving my times management during this period, I was able to be more efficient, reliable, better prepared, and more professional when filming in the TV Studio on 3rd December 2021.

Week 4 – Post-Production and Evaluation

In my fourth and final week of my TV Advertisement Project, I video-edited all my footage in Adobe Premiere Pro from the 03/12/2022 to the 09/12/2021. I chose this time period because the TV Advertisement was set at 30 seconds by the brief which is a much lower duration than the other projects which I have done for Level 3 Media. This mean that I could edit the video at a fairly quick pace, leading to my first rough cut on 06/02/2022.

However, I feel that I could have spent more time on my production to show the dialogue-scenes and Matty being late to class. This would have resulted in better audio. The same goes for the video editing, as taking longer with post-production would have let me be more creative with my Premiere editing techniques and could have helped in solving the echoey audio better.

30/11/21 01/11/21 03/11/21	Filming: “The Story of “Don’t Be Late!” (Directors Cut / Behind-the-Scenes Video)	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself Actors Lighting Operators	Canon DSLR 550-D LED Lighting Kit 16 / 32 GB SD Card Card Reader External Disk Drive (HDD)
02/12/21	Audio Recording (SFX, VO) for my TV Advertisement	Same ETC classroom as used for filming.	Lewis McBain	Zoom H4N-Pro Digital Audio Recorder SD Card External Disk Drive Script
30/12/21 01/12/21 06/12/21	Sourcing further SFX and voiceovers	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself Lewis McBain	Zoom-Q5 DAR 8 GB SD Card Card Reader External Disk Drive
04/11/21 05/11/21 06/11/21	Revising how to use of DaVinci Resolve	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	YouTube DaVinci Tutorials Blank Word Document External Disk Drive
12/11/21	Installing DaVinci Resolve onto my Laptop	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	DaVinci Resolve web app (Blackmagic) Home/Personal Laptop Test edits for checking if DaVinci works
06/12/21 07/12/21 08/12/21 09/12/21	Video Editing (Premiere Pro has been used because DaVinci Resolve did not work on my laptop)	Farnborough College of Technology, Hampshire, UK, GU14 7EL	Myself	Adobe Premiere Pro Video Files, Audio Files, Photos External Disk Drive

27/12/21 28/12/21 29/12/21 30/12/21	Post-Production Report	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Blank Word Document External Disk Drive Photographic Evidence of Advert
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Project title: Don’t Be Late! Producer: Matthew Williams Course: Level 3 BTEC Creative Media Practise

NEXT TIME:

I will try not to rush ahead. To do this, I will take my time during the production and post-production stages of a media product so that I can ensure more creativity in my video and audio editing and so that I can achieve better audio quality. This will be done through being more careful with how I produce media content.

Treatment			
Written By	Matthew Williams	Working Title	Don't be late!
		Duration	30 seconds



Synopsis	Write a short outline of your story – briefly mentioning the main characters and what happens to them.
A student is always late for lesson. However, his purchase of "Perfection" watches causes a big improvement in his time management, <u>punctuality</u> and educational studies. I plan to do this to emphasize an ideology of "Perfection" watches improving your punctuality, time management and educational studies. This so that my advertisement can connote my product ad improving your lifestyle and solving education/time management-related problems.	

Forms and Styles	What form will it be? What style will it be? Will it be realistic narrative, animation, serial, or <u>stand-alone</u> etc.? Will it be dramatic, a comedy or parody?
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NARRATIVE	
Realistic Narrative A crucial convention of narrative for my TV advertisement selling "Perfection" watches will be realistic narrative – due to the use of realism relating to real-life events). This will help to integrate my product with everyday life to make "Perfection" watches more relatable towards my target audience. As a result, this will encourage my audience to purchase "Perfection" watches.	
This will also help to connote the all-essential ideology of "Perfection watches improving your student life through punctuality, time management and great educational studies.	

ADVERTISEMENT STYLE	
Dramatic The style of my TV Advertisement promoting "Perfection" watches is Dramatic: This is because the first scene is based on action-film conventions through the denotation of a hectically fast pace, action music, and Matty running to class as though he is in a chase scene (with voiceovers and SFX to give a representation of his panic and stress). This will help my advertisement to appeal to a young audience who's age s between 16 and 16, because they are often into gore, action, adventure, and horror-like genres (through common stereotyping and personal experience).	

Narrative Structure	Say how the story is broken down – How does the story begin, develop and end? Is the story told in chronological order? Are there sub plots? Explain the KEY SCENES
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NARRATIVE AND FORMS	
Linear For my trailer, I will use linear narrative so that I can emphasize Matty being late, and then his improved punctuality after purchasing the watch. This will help to make my watch more relatable to a wider audience, particularly the youth and elderly archetypes; this will also make my watch more appealing and accessible to a wider target audience.	
Closed For my video advertisement, I will use closed narrative to make my "Perfection" watches more relatable to a wider target audience. I will also use this convention to make my product easier to interpret clearly for my viewer demographics, and to emphasize the improved lifestyle from using "Perfection" watches, helping to make my video advertisement more appealing to a wider target audience.	

KEY SCENES	
Late for Class Scene 1 will see Matty rushing to class, arriving late. This will be a key scene because it will be structured like a short action film to make my video advertisement unique, iconic, and innovative. This will be stereotyped through the action conventions of a fast pace, intense music, and low-key lighting.	
Dialogue Between Matty and Frasier The Dialogue between Matty and Frasier is a crucial scene, because it is a denotation of how good the watch is ad a way of promoting it exaggeratingly. Conveying this through the convention of dialogue will make my vide advertisement more believable, relatable, trustworthy, and relatable to a wider target audience – particularly teen stereotypes and college/university students.	
For this scene, I may also use flashbacks of either Matty or Frasier receiving good grades, excellent teacher feedback and working hard to interest the viewer and emphasize the ideology of "Perfection" watches will improving your educational studies.	
After purchasing "Perfection Watches" This is perhaps the second most important scene as it shows Matty after purchasing "Perfection" watches. I want to use this scene to emphasize an ideology that "Perfection watches will make you a more punctual and successful students, and worker overall. This will create an aspirational, inspiring, successful, and influential mode of address that will inspire more people to purchase "Perfection" watches.	

Genre	Say what type of programme it will be – will it be naturalistic, melodramatic or comic?
Drama My main genre for the television advertisement promoting "Perfection" watches will be drama, as it will includes emotions and setbacks as well as themes of struggle and hardship (in the form of Matty being late and teased by Frasier). This will enable my product to relate to more viewers as it will enable my television advert to use realism (relating to real life events). This will also add a slightly serious tone to my products so that they can be taken seriously; however, I will also ensure that my video advert also has a light-hearted mode of address that is not too serious for the viewer.	
Action The first half of this video advertisement will be action, due to the typical conventions of fast music, a fast pace, running and (in this case) being chased by time to arrive to class with punctuality. I want to use the genre and the conventions denoted so that I can connote my video advertisement as being unique, creative, imaginative, and innovative – this also hyperbolize how "Perfection" watches can improve your time management, punctuality, and time management. This will appeal to teenage archetypes of target audience.	
Setting	Say where and when the story happens – you need to describe the locations in which the action takes place
College The video advertisement will be set in a school/college classroom. This is so that I can enable my "Perfection" watches to appeal to a younger that is between 16 and 19 years old; this makes my video advertisement innovative and creative. This is because I want Perfection watches to be connoted with the ideology of improving your punctuality, time management and educational studies.	
Sound / Music	Explain how you will use sound to help tell the story – what sound effects and music will you use to keep the audience interested and bring the story to life?

Rewarding my Treatment Synopsis – TV Advert

In the synopsis (which I have kept as short as possible to make my idea as effective as possible), I have corrected my storyline as it was misworded in my original Treatment copy for "Don't Be Late".

Treatment			
Written By	Matthew Williams	Working Title	Don't be late!
		Duration	30 seconds



Synopsis	Write a short outline of your story – briefly mentioning the main characters and what happens to them.
A student is always late for lesson after discovering and then purchasing "Perfection" watches – causing his punctuality, time management and educational studies.	

Original / Outdated Synopsis of "Don't Be Late!"

Here, I am showing my understanding of the grading criteria because I have added a section in my treatment called "Forms and Styles". This helps me to decide and define what genre of advertisement I will produce, how I show my genre through its conventions, and what themes I include so that I can match it with the ideology of my product improving punctuality, time management and your educational studies.

Sound Effects:

SFX Clock Ticking/Dongs – When the audience is being told about the watch, I will use clock-based noises. This will be to emphasize what the video advertisement is selling. This will help to emphasize "Perfection" watches and will also create an ideology of the video advertisement having a rhythm, making it feel catchier and more appealing to its target audience. This will also make the advertisement a bit more intense and in suspense.

SFX of Panting – I will use panting to show Matty running to class, so that I can stereotype Matty is ~~being~~ stressed, rushed and hurried without "Perfection" watches. This will help to hyperbolize and emphasize the improvements bought along by Perfection watches to encourage my audience to purchase the product.

Spoken Sound:

Monologue

When Matty is running to class, I am going to use monologue by making Matty say "I'm going to be late!" repeatedly: This is to connote an ideology of Matty being late for class, because he doesn't have a "Perfection" watch.

This is to emphasize Matty's lifestyle before and after purchasing "Perfection" watches, so that I can connote an ideology of "Perfection" improving his lifestyle: Tis is because after purchasing the watch, he is punctual to lessons and more successful.

Dialogue

To promote and introduce my watch, I am going to use dialogue. This convention of dialogue will enable my product to appeal to and relate to a wider archetype of target audience.

Music:

Action Music

When Matty is going to be late for class, I will use fast-paced and intense action-genre music. This is so that I can connote my video advertisement as being exciting, thrilling, intense and dramatic – like an action movie. This connotes an ideology of my video advertisement for "Perfection" being like a movie to make it more appealing for a younger target audience in their teens and twenties.

Hallelujah

To show when Matty is on time, I will use Hallelujah from the classical composer Handel. This is to connote a melodramatic mode of address and hyperbolize this as a miracle. This will add some humour to my advert as well as making it appeal to a wider age range; overall, it will represent punctuality, time management and education positively to uplift the viewer.

Rap Music

For the closing shots of the video advertisement promoting "Perfection" watches, I will be using rap music. This is to appeal to a young audience in the demographics of 19 to 29 years old. This should be successful because it will archetype my video advertisement as being current, up-to-date and relevant to a young age range – making them want to purchase "Perfection" watches and masking the products and its ideology (punctuality, time management and educational studies) trendier and more appealing.

How was I effective with my Legal and Ethical Considerations?

I was effective with my Legal and Ethical Considerations because I considered the consequences of each that could be taken during the production and postproduction of my “Don’t Be Late” TV Advertisement. This included considering how other people would feel as a result of my actions, the advantages, and disadvantages of my actions, how I produced my “Don’t Be Late!” advert safely and sensibly; and I also considered the ideologies of my advertisement to counteract any risk of Defamation / Libel / Slander.

I was particularly effect towards Copyright due to creating my own brand (called “Perfection” and a slogan which promoted the brand to avoid Defamation / Libel / Slander. This made my TV Advertisement Project authentic, original, creative, and inventive.

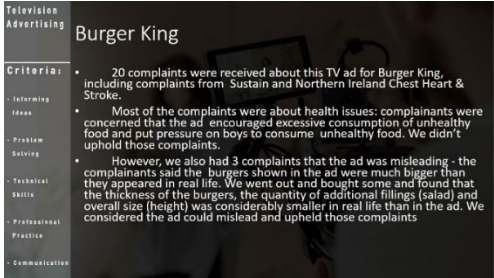
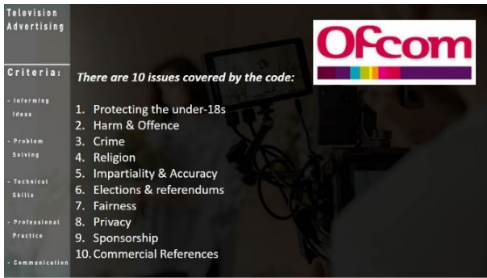
Legal and Ethical Considerations

Privacy	Any footage or audio recording ill NOT be shared with anyone else other than my assessor and classroom (for reviewing my work and suggesting feedback/improvements). Anyone wo feel uncomfortable appearing or being heard in my advertisement will not be used for this project.
Defamation (libel/slander)	All information will be backed up with facts ad statistics to maintain data accuracy. Furthermore, weasel words will be used so that I do not promise my audience something that cannot be promised. There will not be any discrimination of any kind and the scripts will be reviewed before its submission.
Race Discrimination	I will not show any hate or contempt towards any race and will be open to using a wide diversity of cast regardless of race, colour a d creed. I will also try to convey each character ethically.
Data Protection	All the footage will be stored securely and shared only with myself and my class for a review of my product. This is to achieve some feedback and improvements for my rough cut.
Freedom of Information	My advertisement ideas will NOT be misleading or biased and will be supported through primary and secondary research – which will be used freely to cater my media product for my target audience’s needs and requirements.
Codes of Practice	Each filming location will be inspected physically before filming and any notes already exist on the relevant location will be reviewed for risk assessments and Reece templates. Permissions for filming will be obtained before the production of my television advertisement. Reece Templates will be generated to create a floorplan of the room – this and any other notes will be used to fill in a risk assessment so that I can deal with hazards in plenty of time before filming my TV advert.
Copyright	I will not copy anyone else’s advertisements and all ideas will be as original as possible. Furthermore, any music and SFX will be sourced from legal, ethical, and royalty-free sites such as YouTube Audio Library, <u>Pixabay</u> and BBC Sound Effects; this is because these sites providing the public with free audio tracks to download. The panting sound effect (SFX) and monologue for Matty will be recorded through a Digital Audio Recorder.

Discussing Legal and Ethical Considerations in Class

During a session with Josh Sparkes, we defined the meaning of Legal and Ethical Considerations and Legal/Ethical Topics for considering Legal and Ethical Issues in advertisement. This was done through class discussion so that we could share our ideas and gain an understanding of wat we could and could not do in or advertisement. This understand was also expanded through watching advertisement which had been banned by Ofcom due to complaints to Ofcom about issues ranging from defamation/libel/slander, the ideology of addictions relating to drugs in a Perfume advert, and due to a Marmite advert upsetting its target audience due to its connotations with the RSPC A and animal cruelty.

Based on the class discussion of this session, I reviewed the objectives and ideologies within “Don’t Be Late!” I decided that they were Ethical and met all Legal Considerations due to keeping each actor’s privacy private, not sharing my advertisement without permission with anyone unless doing so for post-production feedback and using data/statistics (“99% accuracy”) to prevent defamation, libel, and slander.



DISCLAIMER: The PowerPoint slides above are examples of class resources used for researching Legal and Ethical Consideration. Henceforth, these slides and the relevant presentation is property of Level 3 Media Lecturer Josh Sparkes.

I named my TV advertisement “Don’t Be Late!” because it revolves around education and Coming of Age, and because it shows how not having “Perfection” watches makes you late for lessons (which is stereotyped through running to class and being told of to create Action and excitement).

Secondly, calling it “Don’t Be Late!” uses an exclamation to emphasize and attract your attentions and is an example of direct address – almost forcing you into buying my product. Its minimalism create audience anticipation and highlights the moral of the advert – that you should be never be late to class, which is you should always buy “Perfection” watches.

Below my heading, I put a subheading of “An advert for “Perfection” watches by Matthew Williams”. I did this to stimulate working for a real-life client to make my project realistic, insightful, and credible. To make this stand, I made this sample of copy *Italic*.



Don't be Late!

An advert for "Perfection" watches by Matthew Williams

Director: Matthew Williams
Production Company: MW Productions
Date of Origin: 5th April 2021
Date of Completion: 5th April 2021
Review Date for AI Portfolio: 26/03/2022

INT. THE MALL
LOW ANGLE, EXTREME-LONG SHOT, LONG SHOT (TILTED FRAMING)
Goes to action shots of Matty running to class, trying not to be late. there will be a fast, intense pace to replicate action scene.

In the section above this text box, I have retyped “TILTED ANGLE” into “DUTCH ANGLE” to demonstrate an understanding of different camera angles. This makes my script more helpful because it tells me how my drawings should look when incorporated into my storyboards, ensuring that I shoot the correct framing and camera angles to make my TV Advertisement logical, professional and as successful as possible.

INT. CLASSROOMS
Matty is chatting with a student, who recommends and promotes “perfection” watches to him.

In the “INT. CLASSROOM” section, I have improved the spelling and script’s grammar by making the first letter of the band name a capital letter. This is to ensure that my script is professional and to a high quality of spelling, grammar, and punctuation.

SCENE 1: Late to Class

EXT INTO. E-BLOCK ENTRANCE
WIDE SHOT, LOW ANGLE
We see Matty running into the campus due to being late for class.
CUTS TO:

INT. THE MALL
LOW ANGLE, EXTREME-LONG SHOT, LONG SHOT (DUTCH ANGLE)
Goes to action shots of Matty running to class, trying not to be late. there will be a fast, intense pace to replicate action scene.

Matty (VO)
I’m going to be late! I’m going to be late! I’m going to be late!

INT. CLASSROOM
MEDIUM CLOSE-UP
Wearing smart clothing, the teacher sighs in frustration and despair due to Matty being late for class.

TEACHER
Why are you so late Matty!?

OVER THE SHOULDER
Matty is breathing and panting heavily as a result on running to class.

MATTY
Sorry sir, my watch keeps on malfunctioning. It’s always inaccurate!
SLIDES INTO:

INT. CLASSROOMS
Matty is chatting with a student, who recommends and promotes “Perfection” watches to him.

FRASIER
What you need are these: They’re modern, innovative, and sleek - with a 99% accuracy and have gadgets.

SLIDES INTO
--- TEXT (“AFTER PURCHASING THE PRODUCT”) ---
JUMP CUT TO:

Scene 2 of “Don’t Be Late

The aim of this scene is to show the ideology how “Prfection” watches can improve your punctuality, time management and educational studies. To do this, I have shown Matty arriving to class on time and relaxed; and have named Scene 2 of my TV Advertisement “Perfectly on Time”. To show Matty’s much more relaxed stereotype in this scene, my camera head was more level in this scene.

Product Lighting

Here, I wanted to use Product Lighting with my product to create moving shadows amongst a “white backdrop”. I did this to create an illusion of thatch moving whilst staying stationery to make my advertisement innovative, unique, inventive, creative, and imaginative.

I decided to use a “white backdrop” because the watch which I advertised was black and white with some red on the clock-part of the watch. I felt that a white backdrop would match well with the colours of my watch as any other colour may have clashed with my watches’ colours. Furthermore, white demonstrates the denotation of Visual Language due to its connotations of goodness, innocence and it being the colour of perfection (“zevendesigner.com) – these are characteristics which I wanted to associate with “Perfection” watches.

Repetition of “Perfection”:

In the final audio if my screenplay for “Don’t Be Late”, I chose to record the narrator saying a voiceover of “Perfection watches.” With the slogan of “Perfectly on time. Perfectly in-sync. Perfectly successful.” I decided to use this denotation of repetition to make the term “Perfection” more memorable in my target audience’s mindset so that they are more likely to stereotype my brand of “Perfection” watches with luxury, success, aspiration, high-quality, reliability and excellence.

SCENE 2: Perfectly on Time

INT. CLASSROOM

MID SHOT

Goes to Matty’s timeline “after purchasing the product”; we see him arriving to class on time. The teacher is shocked and surprised to see this:

TEACHER:

Well done Matty, you’re on time!

Matty

Thank you sir, and it’s all thanks to...

INT. TV STUDIO (WHITE BACKDROP)

CLOSE-UP

We see the watch on a white backdrop to match with its monochrome aesthetic. Moving lights will be used to creating shadows to show illusion and interest for my target audience. The SFX of a clock will also be added to match with the watch and create interest.

NARRATOR (VO)

Perfection watches: Do you want to improve YOUR punctuality?

Do you want to improve YOUR time management?

INT. CLASSROOMS

A SHOT SHOWING AN IMPROVEMENT IN MATTY’S GRADES IS USED TO EMPHASIZE THE GOOD EFFECTS OF PERFECTION WATCHES.

NARRATOR (CON’D)

Do you want to improve YOUR educational studies?

FREEZE FRAME

NARRATOR (CON’D)

Then purchase “Perfection” watches today!

SLIDES INTO:

As the advert ends, the screen uses Motion-Graphics to Zoom Out into the branding magazine poster for “Perfection watches”. This will show someone in a suit, wearing and emphasizing his “Perfection” watch amongst a city of tall, gleaming skyscrapers which match my matches colours to show a housing style.

NARRATOR (CON’D)

Perfection watches.

Perfectly on time.

Perfectly in-sync.

Perfectly successful.

Storyboard				Page 1
Programme Title		Director	Matthew Williams	
Production Company		Date	02/08/21	
1		Dur: 2 secs Shot Description: Wide Shot Audio: Fast, intense Action Music	2	
3		Dur: 2 secs Shot Description: Low Angle Audio: Monologue: "I'm going to be late!" Fast, intense music	4	
5		Dur: 3 secs Shot Description: Extreme Long Shot (Dutch Angle) Audio: Monologue Fast, intense music	6	
7a		Dur: 5 secs Shot Description: Panning Shot Audio: Monologue Fast, intense music	7b	

Storyboard				Page 2
Programme Title		Director	Matthew Williams	
Production Company		Date	02/08/21	
9		Dur: 2 secs Shot Description: Extreme Close Up Audio: Fast Intense Music Monologue	10	
11		Dur: 2 secs Shot Description: Over the Shoulder Audio: Fast Intense music (fading out) SFX: Door Handle, Door Creaking	12	
13		Dur: 2 secs Shot Description: Close-Up Audio: SFX: Clock Ticking	14	
15		Dur: 2 secs Shot Description: Mid Shot Audio: SFX: Door Creaking to a Close "Hallelujah" music by Handel (audio fade)	16	

Pages 1 to 2 of my Storyboards for "Don't Be Late!"

In these first two pages of my storyboard, we see Matty rushing to lessons due to his lateness and tardiness. This is to stereotype him as being unsuccessful so that I can connote an ideology of life being stressed, rushed, and panicked without "Perfection" watches. This later helps me to emphasis the benefits of my brand because I have depicted Matty/s life as relaxed and more successful after buying "Perfection" watches.

To show Matty's stressed and panicked life, I used Long Shots, Extreme Long Shots and Dutch Angles to connote Matty's instability. I did this to create an Action and Fast-Pace to represent Matty's rush to get to class. This makes my advertisement thrilling, exciting and cinematic for my target audience.

"Don't Be Late!" Storyboards – Page 3

In this page of my storyboard, we see Matty arrive to class on time because he has purchased "Perfection" watches, hence improving his punctuality; time management and education studies as stereotyped through the Close-Up of his coursework being marked as a "Distinction".

I have chosen this Narrative for the second scene of my Television Advertise to symbolize an ideology of "Perfection" watches your lifestyle through improved punctuality, time management and educational studies. This further connote that you can become more relaxed, mor focused and calmer through "Perfection" watches – hinting at a lifestyle that is healthier and better for your wellbeing.

This encourages my target audience into purchasing "Perfection" watches.

Storyboard				Page 3
Programme Title		Director	Matthew Williams	
Production Company		Date	02/08/21	
16		Dur: 2 secs Shot Description: Head and Shoulders Audio: "Hallelujah" music from "Messiah", Handel.	17	
18		Dur: 3 secs Shot Description: Mid Shot Audio: Matty's Dialogue: Thank you sir, and it's all thanks to Perfection Watches.	19	
20		Dur: 5 sec Shot Description: Close-Up Audio: Narrator (CON'D) SFX: Paper Rap Beat	21	

Shot List

Production Team

MW Productions

Project Title

Don't Be Late!

Written By

Matthew Williams

Date

22/11/2021

Description in Shooting Order

Sc.	Shot #	Framing/ Movement	Action	Completed
1	Low Angle #2	Dutch Angle, Static	Matty suddenly runs into the Foyer hurriedly due to being late for class.	Shot on the 30/11/2021
1	Low Angle #3	Dutch Angle, Static	Matty running towards us (just behind the G-Block stairwell) to create suspense, because we think that s is going to be trodden on	Shot on the 30/11/2021
1	Tracking Shot #4	Static	Matty's feet run past the camera from ground level – to interest the viewer	Shot on the 30/11/2021
1	Extreme-Long Shot #5	Dutch Angle, Static	The panic-stricken Matty races down the Mall hurriedly due to being late for class.	Shot on the 30/11/2021
1	Long Shot #6	Dutch Angle, Static	Sane as shot #5.	Shot on the 30/11/2021
1	Panning Shot #7	Pans to the right.	Matty runs past the camera in The Mall, rushing to class, entering the ETC.	Shot on the 30/11/2021
1	Medium	Static	Matty runs past the camera and towards	Shot on the

2

Over the Shoulder #12

In the post-production process, shot #11 will go into shot #12 through a slide transition.

Matty is now in conversation with the snobby peer Fraiser who says, "What you need is this!" Fraiser continues, exaggerating the benefits of "Perfection" watches.

Shot on the 30/11/2021

1

WS #1

During the filming sessions, different angles were experimented with to create interest.

Establishing Shot of Campus entrance.

Shot on the 01/12/2021

2

ECU #13

Static

An aerial shot of the watch from above (white background, high-key lighting). Moving shadows will be used to create an illusion, and to create interest.

Shot on the 03/12/2021

2

ECU #14

Static

A side shot of the watch from the side with high-key lighting and a white backdrop.

Shot on the 03/12/2021

3

CU #19

Static

Another Ariel shot of the watch from above with a white background and high key lighting.

Shot on the 03/12/2021

3

Close-Up #20

Static

A piece of paperwork with "Distinction". This is to show the improved lifestyle through buying "Perfection" watches, because it improves his punctuality and time management, improving the success in his education studies.

Cancelled as the shot was not needed in the end.

3

Titles #17

Use of motion graphics: Branding fades into view and whole shot zooms in slowly

An image of the product with branding and product name over it to make the item more memorable and iconic for its target audience.

Shot on the 03/12/2021 and 06/12/2021

Filming my TV Advertisement: "Don't Be Late!"

Originally, I planned to shoot the dialogue scenes first so that each actor could be let go to return to their work. This shows professional Practice and Informing Ideas because I am allowing the actors to use their time professionally and am being creative and logical with how I produce my TV Advertisement of "Don't Be Late".

However, this was changed discovering that some of my location would be busy; so, I decided to shoot Matty running down the Mall first, then the Classroom/Dialogue shots last. This allowed me to work my way down the mall shot by shot and enabled me to focus on what was required because I was filming in story-order.

When shooting in The Mall, people often went past us – sometimes getting in the way of the Canon 550D. To combat this, I stopped filming when people were passing-by. I then immediately filmed as much as possible when The Mall was as clear as possible.

Resources List

Equipment Needed	Sourced from	Date / Time required	Reason for Choice	Cost
Watch	<u>TKMaxx</u>	30/01/21 from 11:40 to 14:00	So that I can advertise the product	£50
Access to Office 365, Outlook, OneDrive, and Teams	Microsoft Store, the Internet	03/11/24 – 07/01/22	For doing pre-production work, documentations, and communications.	£18.80
TH650 Tripod	Farnborough College of Technology, Hampshire, GU14 7EL	30/01/21 from 11:40 to 14:00 01/12/21 from 10:10 to 11:15	To achieve stable, well-balanced shots.	£133.99
Canon DSLR 500-D	Farnborough College of Technology, Hampshire, UK, GU14 7EL	30/01/21 from 11:40 to 14:00 01/12/21 from 10:10 to 11:15	To achieve a high quality of camera shots.	£190.43
LED Lighting Kit	Farnborough College of Technology, Hampshire, UK, GU14 6SB	30/11/21 from 11:40 to 14:00 03/12/21 from 09:50 to 13:05	TO use high-key lighting to emphasize the watch.	£206.49
Zoom H4N Pro Digital Audio Recorder	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Will depend on progress of shooting on 30/11/21 and 01/11/21.	For recording SFX ad monologue.	£209
Actors	FCOT Performing Arts, Hampshire, UK, GU14 6SB	On 30/11/21 from 11:50 to 14:00	So that I can make my advertisement high-quality and professional.	£749,484.70
SD Cards, Card Readers, External Disk Drive	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	30/11/21 from 14:25 to 15:00 01/12/21 from 11:30 to 11:45 03/12/21 from 13:10 to 13:25	To transferring and storing files from between media equipment and multiple devices	£50

College Laptop / PC	Farnborough College of Technology, Hampshire, UK, GU14 6SB	09:00 to 17:00 from the 06/12/21 to 10/12/21.	For saving and working with files when using The External Disk Drive	£500
DaVinci Resolve	8 Wilton Court, Farnborough, Hampshire, GU14 7EL	This was not used due to it causing technical issues on my home laptop.	To video-edit with the files with.	FREE
Adobe Premiere Pro (<u>12 month package</u>)	Adobe Premiere Pro	30/01/21 to the 10/12/2022 – 09:00 to 17:00	To video edit my files with.	£271.92

Total Cost plus VAT £750,610.03

Personnel List

Job Role	Name of Person Required	Contact Details	Reason for Choice
Advertisement Research	Myself	07538 567954	So that I can revise on how best to plan my advert.
Primary Research	<i>This information has been kept confidential for privacy reasons.</i>	<i>This information has been kept confidential for privacy reasons.</i>	N/A
Advertisement Pre-Production and Scriptwriter	Myself	07538 567954	This is because TV advertisement is an individual unit, and so that I can adapt and improve my advertisement ideas.
Acting	PERFORMING ARTS: James Kenton Wither Lewis McBain Kyle	Main point of contact will be Sian Holland s.holland@farn-ct.ac.uk)	So that I can have a high quality of genre and acting in my advert, and because my peers are busy with helping other people.
Audio Recording	Myself Lewis McBain	Will be played by the same person who play's Matty (To Be Confirmed)	So that I can enhance narrative and convey feeling for Matty's character.
Lighting for relevant filming shoots	Ryan Davies Emily Mitchell Pauline Baroudi Marton Adras	Ryan Davies 20228841@farn-ct.ac.uk Emily Mitchell 20229477@farn-ct.ac.uk Pauline: 20237805@farn-ct.ac.uk Marton: 20221474@farn-ct.ac.uk	They are the main available crew for lighting for my TV advert, and Emily's Mitchell's father is the college's media technician. Lighting and cast will be confirmed nearer to filming.

Sourcing SFX and Music	Myself	07538 567954	So that I can create atmosphere, <u>variety</u> and appeal to my target audience.
Editor	Myself	07538 567954	To refine all my production into a single, compressed media product.
Sharing Rough Cuts and Improvements	Myself L3 Media Students between 16 and 19 alongside those who took part in audience research (if possible).	07538 567954 <i>This information has been kept confidential for privacy reasons.</i>	To further improve my media product and gain feedback from peers.
Post-Production Report	Myself	07538 567954	To evaluate what went well, what did not go well and what improvements I made.

Why Did I Use the Foyer?

For my A1 TV Advertisement of “Don’t Be Late”, I used the Foyer of Farnborough College of Technology to show Matty running into his college campus due to being late for lessons. This is to connote life as being stressful, panicked, hurried, and rushed if you do not use “Perfection” watches.

I also decided to shoot a Wide Shot near the Foyer of the front of my college’s building. This is so that I could begin my TV Advertisement with an Establishing Shot so that my target audience know where my TV Advertisement is set – helping them to anticipate my advert’s themes and storyline. This makes my TV Advertisement of “Don’t Be Late” relatable for my target audience.

RISK ASSESSMENT

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	13/11/2021
Location Required	The Foyer, Farnborough College of Technology	Location Address	Boundary Rd, Farnborough, GU4 6SB
Event/Activity	I will be using the Foyer to show Matty rushing into campus. This is because he is late for lesson due to not having "Perfection" watches by his side.		
Production Title	Don't Be Late!		
Production Type	TV Advertisement		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Mattgew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 13/11/2021			
Email: 20221381@farn-ct.ac.uk			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue			
Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 13/11/2021			
Email: j.sparkes@farn-ct.ac.uk			
Telephone: 01252 407261			



Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting and Visibility	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N	Hazardous Tools and Substances	N
Slips and Trips	Y	Lack of Food and Water	N	Lighting Equipment	N
Cold or Hard Surfaces	Y	Fatigue	Y	Electricity (including portable appliances)	Y
Office Equipment or Obstructions	N	Hypothermia / Exposure to the cold	Y		
Vehicles	N	Disabilities and Special Needs	N		
Audience Control	Y				
Noise	Y				
Animals	Y				
Fire Building Safety					

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Weather	As some of the footage is outdoors, severe weather (heavy rain/snow/sleet/hail) could damage the equipment of =r cause fatigue/exposure to the cold/hypothermia to any relevant personnel.	This affects everyone involved in the production process.	High	The weather forecast will be checked before filming. If there is bad weather, then filming will be from inside.
Vehicles	The Foyer is next to a car park – meaning that vehicles and their registrations could easily be captured on film by accident.	This affects all operators in the area on the relevant vehicle owners.	Medium	Vehicle Registrations will be lured in Adobe Premiere Pro.
Audience Control	The Foyer can sometimes be very busy. Some people may not be allowed on film due to privacy reasons, or health and safety reasons.	This will affect everyone in the filming location.	High	Filming will be relocated to The Mall if this area becomes too busy.
Theft	The equipment could be stolen as this area can become busy and is next to a college entrance/exit.	This will affect anyone in the filming location.	Low	Someone will be watching over the equipment. All equipment must be returned to ETC 12A after use.
Access and Doorways	The area outside the Foyer could become slippery in wet weather.	This would affect the actor playing Matty.	High	Slips and trips will be predicted/assessed thorough the weather forecast. Sings will be used to point out any slips and trips.

I have separated “Description of the Hazard” to “Who does it affect?”. This is to ensure that I do not get these sections muddled up, enabling me to better describe what the hazard is, and write a short sentence of who it affects.

When developing my own Risk Assessments, I kept my measures short and simple to make them as straightforward as possible. This allows me to certain more detail which I can use for other pre-production materials. It also tells me how I should film quicker than my earlier Risk Assessments Measures for combating hazards (which I now find long-winded, unclear, and too long).

For the risk level, I have put the “Low”, “Medium” and “High”. I have done this because it simplifies the level of risk, and because using numbers would mean that I must create a number code. This would take up more time which could be spent doing other coursework.

LOCATION RECCE			
Prepared by	Matthew Williams	Date	14/11/2021
Location Details	This location has vehicles and a carp ark next to it and can be very busy as it is used by most students for entering or exiting the college.		
Scene/Purpose of filming	I plan to film a Low Angle of Matty running into campus due to being late for class; to stereotype life as being panicked, stressed, rushed, and hurried unless you use "Perfection" watches. I also want to film a Wide Shot to act an n Establishing Shot for the start of my T Advertisement.		
			
Site Contact Name	Josh Sparkes	Site Address	The Foyer, Farnborough College of Technology, Boundary Rd, Farnborough, GU14 6SB
Contact telephone	01252 407261	Point of access	Entr the college building from Boundary Road by going through the gate, then visit the large cheese-like building to sign into Reception. Go out of Reception, to you left, then go down the walkways which go past the UCF, then going left as you reach the building past the UCF.

Permissions	Permission has been granted by Josh Sparkes and Golden Siaplova.	Availability	This location is available for filming at from Mondays to Fridays, 09:00 to 18:50. It is at its quietest during lesson times.
Points of Interest	I want to film in front of the entrance doors to show Matty running into his college campus.	Suitability/Possible shots	<ul style="list-style-type: none">Wide Shot – An Establishing Shot to show my audience where the advert is set.Low Angle – Matty running into campus because he is late for class.
Safety Issues?	Please refer to Risk Assessment	Electricity Supply	There is no electricity supply in this filming location.
		Sunlight	There is a lot of sunlight and natural lighting in this location.
		Windows	The Foyer's walls are made of glass and windowpanes. The rest of the college also has many windows.
		Noise	Noise can be heard from planes overhead and vehicles in the car park, alongside students/staff/visitors going in and out of the Foyer.



Why Did I Use the Mall?

For my Television Advert, I chose to use The Mall to show Maty running to class. This was done by creating a fast pace through the use of Dutch Angles/Extreme Long Shot/Long Shot/Panning Shot and Mid Shot structured like a chase-scene to show the genre Action. This is so that I could make my TV Advertisement exciting for my target audience and so that I could represent Matty's panic and stress. Representing Matty's panic and stress was shown through Dutch Angle's to create interest, and to make my TV Advert unique and abstract. This was done by tilting the pan arm and often from a Low Angle to stereotype Matty weakness and vulnerability towards being late to class.

RISK ASSESSMENT

Permissions and Project Information					
Prepared By	Matthew Williams		Prepared On	14/11/2021	
Location Required	The Mall		Location Address	Boundary Rd, Farnborough, GU14 6SB	
Event/Activity	I will be using this location to film Matty running to class because he is late for lesson. I will be using Dutch Angles, Low Angles, Long Shot and Extra Long Shots to film this scene.				
Production	Don't Be Late!				
Production Type	Television Advert				
Director	Matthew Williams				
Signature and Contact Details of Assessor 1					
Signature: Matthew Williams					
Name (PRINTED): MATTHEW WILLIAMS					
Date: 14/11/2021					
Email: 20221381@farn-ct.ac.uk					
Telephone: 07538 567954					
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to proceed:					
Signature: Josh Sparkes					
Name (PRINTED): JOSH SPARKES					
Date: 14/11/2021					
Email: j.sparkes@farn-ct.ac.uk					
Telephone: 01252 407261					
Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N	Lifting Equipment	
Slips and Trips	Y	Lack of Food and Water	N		
Cold or Hard Surfaces	Y	Physical Exertion	Y		
Office Equipment or Obstructions	N	Fatigue	Y		
Vehicles	N	Hypothermia / Exposure to the Cold	N		
Audience Control	Y				
Noise	Y				
Animals	Y				
Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures	
Audience Control	This refers to who can appear in my TV Advertisement. Some people may not want to appear on film due to health and safety reasons.	This affects all personnel on the filming set.	High	A crew member will be looking out for anyone passing by. The camera will be always facing away from passers-by.	
Track and Dolly	I plan to film some tracking shots, which will require a Track and Dolly so that this footage is running along with Matty at the same speed as him.	This affects everyone nearby and on the filming set.	High	At least three personnel will be recruited for working with the Track and Dolly and permission to cordon off this area will be gained from security in written form.	
Access / Doorways	The access/exit points along The Mall could be easily blocked by filming equipment.	This affects everyone nearby and on the filming set.	Medium	All access and doorways will be kept clear.	
Theft	The equipment could be easily stolen, because The Mall can become very busy.	This affects everyone on the filming set.	High	Someone will be always watching over the equipment. Any thefts will be reported to Barry Mitchell and security.	
Lifting Equipment	I will be using a Canon 550D for my Short Film, alongside a TH650, shot list and storyboard.	This affects everyone on the filming set.	Low	Equipment will be carried by multiple personnel.	

LOCATION RECCE

Prepared by	Matthew Williams	Date	14/11/2021
Location Details	The Mall is a long corridor which extends from one side of the main Farnborough campus for Farnborough College of Technology to the other side of the campus. It is sometimes very people due to all the classrooms and blocks/departments being connected to The Mall.		
Scene/Purpose of filming	I will be filming Extreme Long Shots, Long Shots, Tracking Shot and Panning Shots from a Dutch Angle to show Matty's panic and stress due to being late for class.		
			
Site Contact Name		Site Address	The Mall, Farnborough College of Technology, Boundary Rd, Farnborough, GU14 6SB
Contact telephone	01252 407261	Point of access	Sign into the reception in the UCF (which looks like two triangular blocks of cheese joined together), go past the UCF and then through the Foyer, past G-Block. You will reach a long corridor which extends from one end of the college to the other – this is The Mall.
Permissions	Permission has been granted from Josh Sparkes.	Availability	This location is available from Mondays to Fridays, 09:00 to 16:50.
Points of Interest	I will be filming from G-Block to the Cedar Courtyard. This is so that I can make it appear as though Matty is rushing to class as best as possible.	Suitability/Possible shots	<ul style="list-style-type: none"> Extreme Long Shot – Matty runs towards us from the distance. Long Shot – same as ELS above. Panning Shot – Matty runs past the camera and to class / into the ETC Tracking Shot – We follow Matty's feet as they race to lesson.
Safety Issues?	Please refer to Risk Assessment	Electricity Supply	Spare Batteries will be provided from my media technician. However, there are no power points in this location.
		Sunlight	There may be sunlight / natural light coming in from glass roof and Cedar Courtyard.
		Windows	All classrooms next to The Mall have glass walls. The top of the Mall is also a curved-glass roof.
		Noise	There may be background noise from the sliding doors or people passing by.

Why did I use a classroom?

For my TV Advertisement, I decided to use a classroom to show Matty being late for class. This is to show Matty being late to class (hence the title “Don’t Be Late!”) and unsuccessful before purchasing “Perfection” watches. In contrast however, Matty is successful at his punctuality, time management and educational once he purchases “Perfection” watches.

The aim of this scene is to connote an ideology of “Perfection” watches improving your punctuality, time management and educational studies. This leads to a healthier, happier, and more stable lifestyle which is better for your wellbeing.

Primary Research indicates that this convention will contribute towards making “Don’t Be Late!” successful. This is because most people who participated in my survey agreed that watches can improve your punctuality, time management, and educational studies.

17. Would more students buy watches if they improved your punctuality, time management and educational studies?

[More Details](#)

[Insights](#)

Yes 14
No 5



18. Can watches improve our punctuality, time management and educational studies?

[More Details](#)

[Insights](#)

Yes 14
No 5




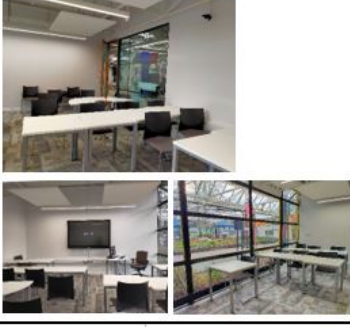
The data above is part of a survey that was made for the Primary Research of my “Don’t be Late!” TV Advertisement Project.

LOCATION RECCE

Prepared by	Matthew Williams	Date	13/11/2022
Location Details	N2 and N3 has a narrow doorway with computer desks net to the classroom walls, and an island of computer disks in the middle of the classrooms. The side opposite the entrance contains a large, wide window and an interactive board.		
Scene/Purpose of filming	I plan to use N-Block to show Matty being late to class and then on time in my next due to “purchasing ‘Perfection’ watches”. This is to emphasize the ideology of “Perfection” watches improving your punctuality, time management and educational studies.		
<div>N3</div>		<div>N4</div>	
Site Contact Name	Josh Sparkes	Site Address	Boundary Rd, Farnborough, GU14 6SB
Contact telephone	01252 407261	Point of access	This location can be accessed by passing the foyer and travelling down the mall, at the first courtyard, turn left into the etc (through the glass double doors on the big-yellow and glass-like building) and then to the right. Go straight on and through the short corridor into N1.
Permissions	I have been given permission by Josh Sparkes providing that the room is already in a lesson.	Availability	This location is available on Wednesday afternoons.
Points of Interest	I want to shoot by the Interactive Board to make it look as though the teacher is in a lesson – connoting that Matty is late due to not using “Perfection” watches. I also want to shoot where I n use the classrooms wall as a backdrop to show Matty and Fraser’s interaction.	Suitability/Possible shots	<ul style="list-style-type: none"> Over The Shoulder Shots – Character Interaction Close Up/ECU’s of Matty and Fraser showing off their “Perfection” watch.
Safety Issues?	Please refer to Risk Assessment	Electricity Supply	All the computer in this room will have power sockets on them.
		Sunlight	Sunlight will be present due to there being a large window in N3 and N4, and because the roof often lets natural lighting into the class.
		Windows	There is a large window on the side opposite to the entrance doors in N3 and N4
		Noise	There may be some background noise from within N-Block itself.

LOCATION RECCE

Prepared by	Matthew Williams	Date	13/11/2021
Location Details	These classrooms have a lot of chairs and tables as well as narrow entrance/exit doorways. The wall opposite the doorways is made of glass and overlooks the Cedar Courtyard. The adjacent short side of the classrooms has a teacher's desk and an interactive board.		
Scene/Purpose of filming	I want to film Matty arriving late to class here and then on time after he purchases "Perfection" watches. This is to emphasize my ideology of "Perfection" watches improving your punctuality, time management and educational studies.		

			
Site Contact Name	Josh Sparkes	Site Address	Boundary Rd, Farnborough, GU14 6SB
Contact telephone	01252 407261	Point of access	Pass the Foyer and continue the Mall. When reaching your first courtyard, turn left and through the double hen reaching a glass big yellow building called the ETC. Turn to your right; this will take you to ETC 3 and ETC 4.

Permissions	I have gained Permission from Josh Sparkes and Kosana to film here outside of lesson-times.	Availability	This filming location is available on Tuesdays, from lunchtime to 14:25.
Points of Interest	I want to shoot by the Interactive Board to make it look as though the teacher is in a lesson – connoting that Matty is late due to not using "Perfection" watches. I also want to shoot where I can use the classrooms wall as a backdrop to show Matty and Frasier's interaction.	Suitability/Possible shots	<ul style="list-style-type: none"> Wide Shot – Matty enters the classroom due to being punctual for his college lesson. Over the Shoulder Shot – The teacher tells the Matty off for being late at the middle of the advert. Over the Shoulder Shot – Frasier brags about "Perfection" watches to Matty. Mid Shot - He then praises Matty for being punctual to class near the end of the advert. Mid Shot – Matty has entered the classrooms and responds to his teacher's praise for being on time. Close-Up – We see Matty wearing "Perfection" watches when he states about the product causing his improved punctuality to his college lesson.
Safety Issues?	Please refer to Risk Assessment	Electricity Supply	There are between one and two power plugs in ETC 3 and ETC 4.
		Sunlight	Sunlight would enter through each classroom's glass wall that is facing the Cedar Courtyard.
		Windows	The walls facing the ETC, and Cedar Courtyard are made of glass.
		Noise	Background noise could be generated from people in the ETC if the door is left open or from aircraft landing at Farnborough Airport.

Researching Multiple Filming Locations

For the classroom scene, I did Recces and Risk Assessments for N3 and N4 as I wanted to use these classrooms due to them being modern, innovative, inventive, and full of technology. I wanted to these qualities to match my watches qualities of being sleek, modern, efficient, and of a high-quality.

However, N-Block is often very busy due to lessons taking place their on most hours of the day. Due to this, I did a Risk Assessment and Recce for ETC 3 and 4 to use them as backup locations in case N3 or N4 were fully booked. This helped me to prepare for any sudden issues on the day of filming.

Risk Assessment for N3 and N4

RISK ASSESSMENT

Permissions and Project Information

Prepared By	Matthew Williams	Prepared On	13/11/2021
Location Required	N-Block (classroom)	Location Address	
Event/Activity	I plan to use these classrooms to film Matty late to lesson and on-time to lesson. This is to emphasize the ideology of "Perfection" watches improving your punctuality, time management and educational studies.		
Production Title	Don't Be Late!		
Production Type	TV Advertisement		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 13/11/2021			
Email: 20221381@farn-ct.ac.uk			
Telephone: 07538 567954			

*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue

Signature: Josh Sparkes

Name (PRINTED): JOSH SPARKES

Date: 13/11/2021

Email: jsparkes@farn-ct.ac.uk

Telephone: 01252 407261

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N	Hazardous Tools and Substances	N
Slips and Trips	Y	Lack of Food and Water	N	Lighting Equipment	N
Confined Spaces	Y	Fatigue	Y	Electricity (including portable appliances)	Y
Cold or Hard Surfaces	N	Hypothermia / Exposure to the Cold	N		
Office Equipment or Obstructions	N	Disabilities and Special Needs			
Vehicles	N				
Audience Control	N				
Noise	Y				
Animals	Y				
Fire Building Safety	Y				

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Confined Space	The classrooms on N-Block have an island of computer-desks alongside more computer desks on the edges of the room. This takes up a lot of room, as does the grip and camera – limiting the amount of space which I can film with.	This affects all personnel on the filming set.	High	On one side of N3, a camera and tripod will be set facing the opposite side (where the actor will be). When near an entrance/exit, the Canon 550D and grip will be next to the door to prevent blocking points of access and exit.
Audience Control	This location is used regularly by the Media Department for teaching. This makes it highly likely for the location to become very by.	This affects all personnel in and near the filming set.	High	If N-Block is too busy, then filming will be relocated into ETC 2 or ETC 3 instead.
Office Equipment	The classrooms in N3 have chairs, tables and computers which could be easily damaged.	This affects all media students who wish to use the classroom.	Low	All laptops will be put down for filming. Any office equipment on the floor shall be picked up and moved appropriately.
Slips and Trips	Someone could trip over a chair or object on the floor, causing an injury.	This affects everyone on set.	Medium	Anything on the floor will be picked up before filming and all chairs will be tucked in.
Electricity (including portable appliances)	I will be using a Canon 550D. Other electrical appliances include commuturs, keyboards, mice, interactive boards and wires. These	This affects all operators on set.	High	The computers will remain on and tucked under. Filming Equipment will also be on only when necessary to sae battery power.

Risk Assessment for ETC 3 and ETC 4

RISK ASSESSMENT

Permissions and Project Information

Prepared By	Matthew Williams	Prepared On	13/11/2021
Location Required	ETC 2 / ETC 3, Farnborough College of Technology	Location Address	Boundary Rd, Farnborough, GU4 6SB
Event/Activity	I plan to use these classrooms to film Matty late to lesson and on-time to lesson. This is to emphasize the ideology of "Perfection" watches improving your punctuality, time management and educational studies. Either ETC 2 or ETC 3 will be used for if N-Block is too busy. If all my required classrooms are unavailable on the day of filming, then my production process will be rescheduled for a more suitable and quieter day.		
Production Title	Don't Be Late!		
Production Type	TV Advertisement		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 13/11/2021			
Email: 20221381@farn-ct.ac.uk			
Telephone: 07538 567954			

*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue

Signature: Josh Sparkes

Name (PRINTED): JOSH SPARKES

Date: 13/11/2021

Email: jsparkes@farn-ct.ac.uk

Telephone: 01252 407261

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Fire Building Safety		Disease / Illness	N	Lack of Food or Water	N
Access / Doorway	N	Anxiety / Stress / Psychological	N	Equipment Damage	N
Lack of Permissions	N	Physical Exertion	N	Damage to Local Surroundings	Y
Poor Lighting	N	Lifting Equipment	Y	Electricity (including portable appliances)	Y
Weather	Y	Fatigue	Y	Lighting Equipment	N
Slips and Trips	Y	Static Body Posture	N	Food Hygiene	N
Confined Spaces	Y	Lack of Food and Water	N		
Cold or Hard Surfaces	N				
Office Equipment or Obstructions	N				
Vehicles	N				
Audience Control	N				
Noise	Y				
Animals	Y				

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Office Equipment	ETC 2 and 3 have chairs and tables which could easily get in the way of filming.	This affects the director as I will be having to consider how I arrange the equipment appropriately, sensibly, and safely.	Medium	Any obstructing Equipment will be moved out of the way.
Access and Doorways	The doorways into/out of ETC 2 and 3 could become easily blocked with chairs, tables, or office equipment. This will prevent a safe evacuation, causing a fire hazard.	This affects all personnel on the filming set.	High	All access and doorways will be kept clear.
Audience Control	ETC 2 and 3 can become bust as they are used for teaching Travel and Tourism, and Business Studies. This endangers those who cannot appear on film.	This affects everyone within or near the filming set.	High	Filming all footage required in a classroom will be postponed if the ETC classrooms until further notice. If N-Block is available, then I will use N2, N3, or N4 instead.
Lack of Permissions	The ETC Classrooms are mainly used by Business, and Travel and Tourism. This means that permission is vital so that I do not run	This affects everyone involved in the production, and the landowner.	Low	Permissions will be gained from Josh Sparkes and the department that uses ETC 2 and 3 the most.

	into a lesson when filming in these classrooms.		

TV Advert Production: Behind The Scenes

Filming in The Mall

I filmed in the Mall to show an action scene (through using Extreme Long Shots, Long Shots, Panning Shots and Mid Shot – all though a Dutch Angle) to create a fast pace and to symbolize Matty's stress and panic due to being late for his college lesson. This was filmed to emphasize life as being stressful, panicked and rushed without "Perfection" watches.



- **Audience Control** – The Mall often became busy which meant that I had to stop filming at times. To avoid capturing people outside of my project on film, I only filmed when The Mall was clear. When the Mall was clear, I filmed immediately and filmed as possible.
- **Running Down The Mall** – Before starting with filming I had to check that I could shoot my actor running down Th Mall due to this location being a public pace, by the principal's office and there being no running allowed inside the college campus. In hindsight, this should have already been done a few days before filming at the very least. Next time, I will act more promptly swift on gaining permissions for shooting certain stunts on my filming location.

Using The ETC Classroom

Filming in The Mall was done to show how "Perfection" made Matty punctual to his lessons, improving time management and educational studies. This went well because it helped to create clear Narrative and storyline for my TV Advertisement – encouraging my target audience to purchase my product so that they too could be successful in his own educational studies.



- **Poor Audio Levels** – Unfortunately, all audio was recorded on my camera-filming-system (a Canon 550D and TH650 Libec Tripod) meaning that the audio quality was low and that there was too much background noise – making us focus less on the dialogue, thus making my storyline less effective. Despite trying to fix this in Audio and lowering in Premiere, I could not improve the audio for this project as my actors were unavailable after filming; since this experience, I have recorded all audio separately from my visuals whenever I produce and media production. This ensures that I can achieve professional, clean, and high-quality audio which matches alongside my visuals.

Creating Product Lighting for "Don't Be Late"

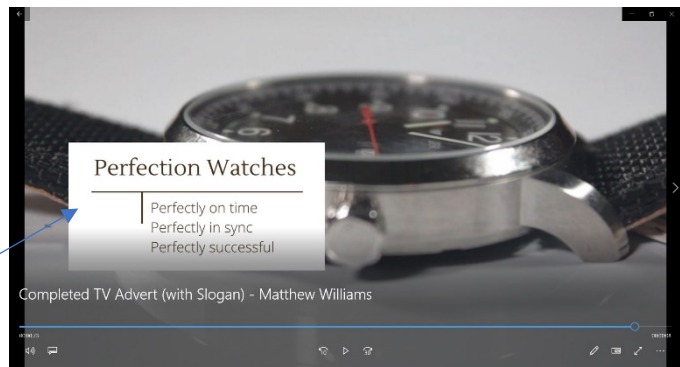
For filming in the TV Studio, we can see Ryan Davies circling his phone torch over my product whilst I film the following effects: this creates moving shadows in my TV

advertisement to create illusion and interest for my target audience. I wanted to have this in my "Don't Be Late" advert as I felt that it would make it modern, cutting edge and inventive.



This went well because it proved to be popular with my target audience. This is because it made my advertisement look sleek, modern, current, and inventive for the age range which I was trying to appeal to.

Presentation of my Final Cuts



Completed TV Advert (with Slogan) – Matthew Williams

I want this specific version of my TV Advertisement to be sent to the External Verifier/Assessor as this Final Cut has a slogan and brand name on the band. This helps to make my advertisement more successful as it show a better understand of the important components that contribute to a successful TV Advertisement.

TV Advert Directors Cut (Improved) – Matthew Williams

I want this version of my Directors Cut to be send for marking due to its having a running audio commentary over the top of my TV Advertisement, alongside with some photographs from behind-the-scenes. I feel that this example shows best my efforts to keep my Directors Cut as short as possible, alongside a better understanding of how to create a Directors Cut.



SUBMITTED

Both my “Completed TV Advert (with Slogan) – Matthew Williams” and my “TV Advert Directors Cut (Improved) – Matthw Williams” have been submitted on a link provided by a Dropbox Link, as of Friday 8th of April 2022.

Josh Sparkes is requesting files for

Please submit your TV Advert as an MP4 File.

Completed TV Advert (with Slogan) - Mat... x

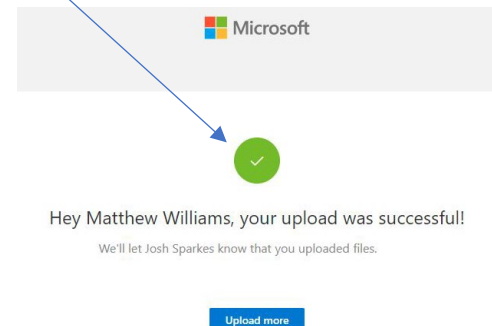
TV Advert Directors Cut (Improved) - Mat... x

+ Add more files Total: 2 files, 137 MB

First name * Last name *

Matthew Williams

Upload



Post-Production and Evaluation

Creating and Editing “Don’t Be Late!”

Creating my Project

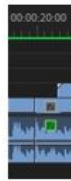
I began by creating a Premiere Project by going into the Windows bar and typing the app name, then chosen “Open” when it appeared. For the settings, I used 1920x1080 as it resembled the compression-rate of my footage (which is usually 1920 by 1088 pixels per frame. I also selected 25fps as this is the standard framerate for UK Film and Television and is what I record with most often as a consequence of it being the UK’s standard framerate.

I then named my title “TV Advertisement Editing” to make it accessible and easy to find, saving it in a TV Advertisement file to reiterate this. A

In all my media productions., all my work is saved onto my External Disk Drive. This is to allow me to carry my work with me between locations – letting me work from different locations so I can spend my time productively. This also keeps my work safe and secure.

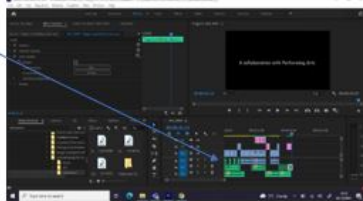
Creating my Sequence

I began by using adding footage and text into Premiere Pro and using the Razor to cut unnecessary bits of footage. All the footage was then organized so that I could create a Narrative ~~for~~ my TV Advertisement. This ensured that I could show action, and the ideology of Perfection watches improving your time management, punctuality, and educational studies.



Adding Music and SFX

Next, I added music and sound effects, as well as my voiceover to create interest, and show the tone of my advertisement. This was also to show the pace and mood per scene of my “Don’t Be Late!” TV Advertisement.



Creating and Editing “Don’t Be Late!”

Using Multi-Framing / Split-Screen / Intercuts

For the clips of the watches’ Product Lighting and moving shadows in the TV Studio, I edited the scale and positioning of the footage to create interest and being developing my video effects. This was so that I could instil as much Product Lighting into my TV Advertising as possible to make it sleek, cutting -edge, unique creative and inventive and to reinforce contrast between this style of footage and the structured Narrative footage.

I was very proud of my watches’ Product Lighting, hence I used Multi-Frames to demonstrate my product lighting. However, I could have developed my Video Effects (VFX) further based on the feedback given when my “Don’t Be Late!” advertisement was assessed by a media lecturer.



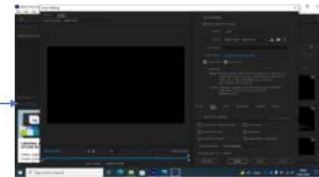
Exporting my Rough Cut

Once done, I exported my project as an MP4 through “H.264” and “Match Source – High Bitrate”, with a 1920 by 1080p frame size and 25fps frame rate to match my footage.

I exported my project as an MP4 to ensure that it could be played on multiple devices.

I named my advertisement MP4 “Perfection Watches Advert – Initial Rough Cut” to make it accessible and easy to find, and to symbolize it as being rough cut and open for feedback. The feedback given was used to improve my media product so that that I could transform into my Final Cut through taking incorporating the feedback given into my video editing.

Here is a replica of the settings used for my TV Advertisement via my Short Film Project. You can see that I used H.264 and “Match Source – Bitrate” as an MP4. Alongside, my framerate and dimension are 25fps and 1920 by 1080 pixels to match my original footage and TV Advert Timeline in Premiere.



Editing my Media Production, and Taking on Feedback

For each media production in this A1 Portfolio, I have added two documents to say how I edited my project and incorporated the feedback given through my Rough Cuts in Premiere and sometimes Audition. This is so that I can demonstrate my creativity through Technical Skill, how I inform Ideas through the techniques and the reasons behind each decision made during editing, and how I used Problem-Solving to overcome barriers and incorporate the feedback given towards my Rought Cuts into my Final Cut.

Critical Evaluations

After showing how I have used Technical Skill, Informing Ideas and Problem-Solving through Pot-Production, I have next added “Critical Evaluation” documents for each media production In 3–4-page Evaluations (which are provided in-full), I have summarised what I did for each media production, I have reviewed how I did it and why I took certain decisions towards each media production. This is so that I can calculate my success rate and create targets and improvements for myself to increase the quality of my media production as much as possible.

Post-Production Feedback: TV Advertisement

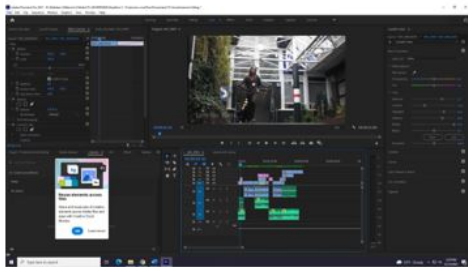


Rearranging My Sequence:

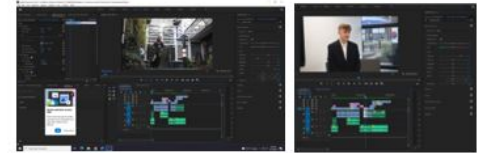
Some people found my TV Advertisement to be confusing due to the way in which I sequenced my footage in my Premiere Timeline. This is due to the use of the protagonist running into the building and then seeing him run down the building, alongside using the same Close-Up twice in my sequence.

To combat this issue, I got rid of the Low Angle where we see Matty rushing into the campus and extended the other clips so that we just see Matty running inside the campus. This connotes a clear ideology of Matty rushing down a hall to get to his lesson due to poor time management and punctuality.

I also edited out the Close-Up to ensure that I only used it once. This helped to show what each character like better to avoid any further confusion.



Post-Production Feedback: TV Advertisement



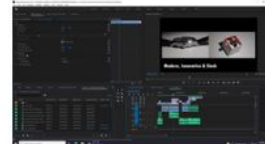
Colour Correction:

Level 3 Media Peer Jack Brown felt that the lighting was too dull and that the brightness needed increasing and standardising. So, I went into each clip and into them "Color" workspace to increase the lighting appropriately by increasing the "Exposure". To ensure that each clip was coherent with each other in terms of lighting, I compared all my footage and adjusted the lighting where necessary.



Audio Quality:

Many people commented on my audio levels being "poor" with lots of echo, resulting in a distorted audio track of dialogue. When reviewing this in Premiere, I later discovered the Audio Levels were indeed Peaking, so I lowered them until I could only see green in the Audio Volume (right of the Timeline Panel) when playing back each section of dialogue.



Since my TV Advertisement, I have improved on my audio skills by evaluating my audio during Post-Production and adopting a new Production Practise whereby I record the audio separately from my visuals to eliminate any background noise. I have also begun editing any dialogue/monologue/voiceovers/sound effects/music in Adobe Audition so that I can monitor audio levels and ensure that my audio fits well together to create a harmonies audio soundtrack to use in Adobe Premiere Pro.

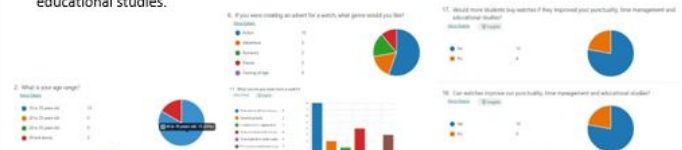


Responding to Feedback:

In the two pages above, I have explained how I undertook the feedback given towards my rough cuts. This has been achieved through a detailed description of what I did, how I did it and why I did it to make my work as credible and plausible as possible.

Post Production Report for my TV Advertisement

In my advertisement, I based the story on as student who is late to class until purchasing Perfection watches. My idea uses action to show Matty running to class to engage my audience. It also uses drama to create contrast and hints of comedy through an exaggerated tone: This is because my advert connotes the ideology of improving your punctuality, time management and educational studies.



My advertisement went well because I had undertaken a lot of research and development to support my idea: This included a questionnaire (which is Primary Research because I collected the data myself) and Secondary Research (looking at other examples of data). When sending out my questionnaire, I felt nervous towards what my results might be. This is because I was worried about the participants not liking my ideas or the data suggesting that my idea would not appeal to my target audience. In contrast however, the data above this paragraph suggested that my target audience would like my advertisement because they are into cinematic, action and comedy productions and believe that watches can improve time management, punctuality, and educational studies. Furthermore, they believe that "Being able to tell the time." is the most important asset of a watch.



Critical Evaluations

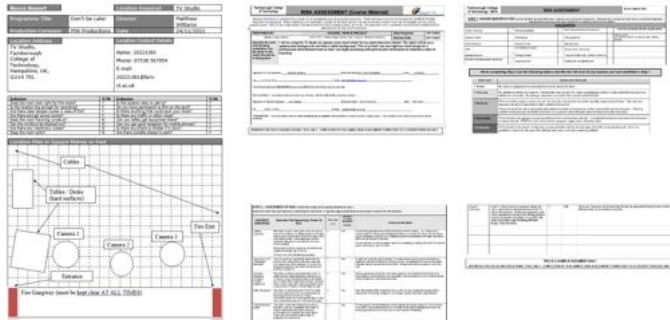
For my “Don’t Be Late!” TV Advertisement, “Dreams and Dilemmas” Short Film and “save Me” music video, I did a Critical Evaluation.

For my Critical Evaluations, I have reviewed all the work done for the relevant project – analysing what went well, what did not go so well and how I can use the information to create targets for improving with my future media productions.

This shows professionalism because I am problem-solving to make each production better and more successful than the last through my Critical Thinking skillsets.

Another aspect of the vide advertisement that went well is the pre-production and planning; For this, I completed a Mood Board, Mind Map, Script, Storyboards, Shot List, Treatment, Proposal, Presentation for pitching, Legal and Ethical Considerations, a Resources List, aa Personnel List, Reece Templates and Risk Assessment. This helped me to expand on my ideas so that I could make my product as creative, imaginative, and professional. This helped to make my planning as concise, efficient, and reliable as possible so that I could be productive towards my TV Advertisement.

Perhaps the busiest time of this project was around Monday 29th December 2021: On this day, I successfully pitched my idea to Media Lecturer Golden Siarova. Furthermore, all my primary and backup classrooms were in use on that day, so I had to film the action shoot of Matty running to class first instead. Consequently, I altered my Shot List based on my new action plan.



It also went well because many people liked my TV Studio shoot. It also went well because I worked collaboratively with the Performing Arts department towards my coursework. I really enjoyed being creative, as I used a range of camera techniques and veered away from the emotive, romance and drama media products which I had produced back in Level 2 Media. It was my first experience of using LED Lights – which I personally prefer to Hott-Lights because they are greener, cooler and you can control their brightness and tint (warmth) through a simple knob on the back. Furthermore, they do not require any cables.



The video advertising project was a fun, proactive experience where I learnt many valuable lessons. Firstly, I should never leave my production team to the last minute as this will slow down my project. Secondly, I need to slow down with my work through organising my project better. To do this, I produced a Production Schedule. I also fixed the lighting, removed the voiceover of Matty saying “I’m going to be late.” And learnt about Peaking, and how it can affect the quality of my audio.

As said before, It was a highly valuable experience. I learnt a lot which I will instil into my future projects. All of this will make my productions more efficient, productive and reliable in the long term.

Date	Time	Location	Description
29/12/21	10:00	Classroom	Pre-production planning
29/12/21	11:00	Classroom	Production planning
29/12/21	12:00	Classroom	Production planning
29/12/21	13:00	Classroom	Production planning
29/12/21	14:00	Classroom	Production planning
29/12/21	15:00	Classroom	Production planning
29/12/21	16:00	Classroom	Production planning
29/12/21	17:00	Classroom	Production planning
29/12/21	18:00	Classroom	Production planning
29/12/21	19:00	Classroom	Production planning
29/12/21	20:00	Classroom	Production planning
29/12/21	21:00	Classroom	Production planning
29/12/21	22:00	Classroom	Production planning
29/12/21	23:00	Classroom	Production planning
29/12/21	24:00	Classroom	Production planning
29/12/21	25:00	Classroom	Production planning
29/12/21	26:00	Classroom	Production planning
29/12/21	27:00	Classroom	Production planning
29/12/21	28:00	Classroom	Production planning
29/12/21	29:00	Classroom	Production planning
29/12/21	30:00	Classroom	Production planning
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29/12/21	44:00	Classroom	Production planning
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29/12/21	47:00	Classroom	Production planning
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29/12/21	56:00	Classroom	Production planning
29/12/21	57:00	Classroom	Production planning
29/12/21	58:00	Classroom	Production planning
29/12/21	59:00	Classroom	Production planning
29/12/21	60:00	Classroom	Production planning

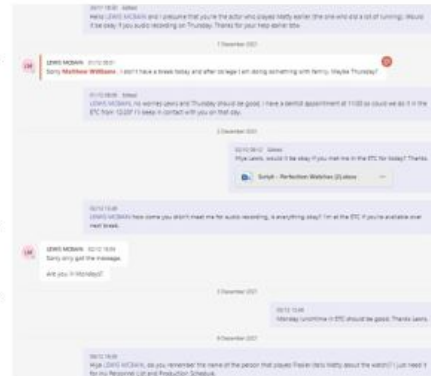
Another way of improving my post-production issues was through feedback: For this, I was able to develop my communication and negotiation with other peers. Through this technique, I improved my colour correction, colour brightness, removed the voiceover and made my storyline clearer by removing any unneeded shots. This was a good success because it shows that I can listen and take on my advice.

“The lighting was very good and wasn't dark at all”



running into the building or if he's already inside. Also with the lighting when he's inside running down the corridor it is very dark and could use more lighting. The repetition of “I’m going to be late” is rather annoying and kind of unrealistic and I think it should be better the action voice instead of your own as then he starts using his own voice and it would get confusing.

Some issues were unfixable; for instance, I did not get to do all my audio recording when filming with Performing Arts on 30th November 2021. As a result, I organised an audio recording session with Lewis McBain (who played Matty) for 2nd December 2021. After not turning up, contacted Lewis and we reorganised the event – however, he did not turn up, so I recorded myself instead. I also discovered that his department was rehearsing for a live Christmas Show. I used the recording of myself instead but had to remove them as they made my advertisement confusing.



TV Advert: SMART Target



Improving on my Audio Levels

Unfortunately, the audio for my Television Advertisement was distorted and of a poor quality due to peaking. This was caused by recording the audio on the camera without using a separate audio recording system.

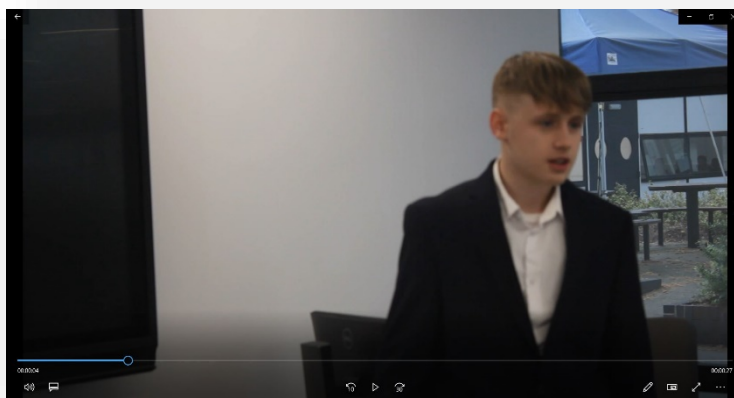
I will be experimenting with this technique during an out-of-college Promotional Video which I am producing for Broadlands Group RDA.

In my short film and music video projects, I improved my audio by using a separate audio recording system. To do this, I have used an NTG2 on microphone stand and connected it to a Zoom H4N pro via an XLR Cable. This results in all the audio being recorded onto my 8GB SD Card so that I can locate it more easily when transferring my audio files. This resulted in a higher quality of audio which was synced through a "clap!".



Improving on My Camera Focus

During the conversation scenes, several of the camera shots were out of focus. Next time, I will try and ensure that all my shots are in better focus by paying better attention to the camera screen before filming. This will help to ensure that the focus is aimed towards the important mise-en-scene per shot to ensure that my footage can create as much meaning as possible through my post-production techniques and skillsets.




Short Film: Assignment Brief

Short Film

Criteria:

- Informing Ideas
- Problem Solving
- Technical Skills
- Professional Practice
- Communication



Background: Film making and visual storytelling is a huge industry that many young people want to get in to. One of the best ways of getting your creative ability recognized is to produce 'short films' that show off your technical and storytelling abilities.

Requirements: You are being asked to produce a short film that is between 2 minutes in length, not including credits and titles. The story must include at least two different locations and have a moral/lesson appropriate for children and young adults.

PITCH & PRE – PRODUCTION DEADLINE: 31.01.22 @ 09:00am
PRODUCTION DEADLINE: 18.02.22 @ 17:00pm

Short Film

Short Film

Requirements:

Preparation:

Criteria:

- Informing Ideas
- Problem Solving
- Technical Skills
- Professional Practice
- Communication

Product/Market/Audience research

Idea generation (Moodboard/reference material/Mind Maps)

Evidence of legal and ethical considerations

Proposal (budget, synopsis, setting, target audience overview)

Detailed Treatment

SHORT FILM PROJECT

Short Film

Short Film

Requirements:

Preparation:

Criteria:

- Informing Ideas
- Problem Solving
- Technical Skills
- Professional Practice
- Communication

Storyboard & Shot list

Script (rough & final) – based on feedback

Full resources and personnel requirements documentation

Detailed production schedule for whole duration of project

Location Reces & Risk assessments for each shooting location

Behind the scenes (making of) to include directors commentary video

SHORT FILM PROJECT

Continued...

Short Film

Short Film

Requirements:

Preparation:

Criteria:

- Informing Ideas
- Problem Solving
- Technical Skills
- Professional Practice
- Communication

Talent Release Forms

Risk Assessments (for each shooting location)

Call Sheets (for each shooting day)

Detailed Rushes Log

SHORT FILM PROJECT

Continued...

Short Film

Short Film

Requirements:

Preparation:

Criteria:

- Informing Ideas
- Problem Solving
- Technical Skills
- Professional Practice
- Communication

Feedback and review documentation (to include questionnaire and critical review of rough cut and overall project)

Final evaluation: at least 750 words

SHORT FILM PROJECT

Post Production Report due: 04.03.22 @ 17:00pm

Short Film

Short Film

Requirements:

Your proposal:

Criteria:

- Informing Ideas
- Problem Solving
- Technical Skills
- Professional Practice
- Communication

Should clearly show your intentions for the project with examples

Include evidence of primary and secondary research data and statistics

Be engaging and informative

Be backed up by a formal proposal pre production document that outlines your intentions for the project

SHORT FILM PROJECT

Short Film

Short Film: Production Requirements

The aims and objectives for my A1 Short Film Project:

For my music video, I have chosen to tell the story of a female protagonist who mises an exam to save the love of her life. She does through hr magical powers. The morals of this story will be to look out for other people and use your talents for good – teaching children to do the right thing as thy grow up. I also want an emphasis on whether friendship or education is more important – this would create an interesting dilemma for my target audience, and I aim to use this question to challenge my viewer.

I plan to use this story because it is appropriate for children – this is because it allows me to show death by simply having Samuel’s eyes closed and his body still which prevents me from scaring my target audience of children and young teens.

One thing which I want to improve in this project are my audio skills. This is because in my other projects for Level 3 BTEC Media Practise (such as my Skills Workshop Tutorial Series and TV Advertisement), my audio quality has often been echoey, distorted and low-quality due to over-relying on the camera’s audio. To improve levels, I will operate with two separate systems: a visual system that records camera footage, and an audio recording system which records audio that is synced with the camera footage. This will help me in syncing my audio levels with the visuals and will hopefully create cleaner, crisper and more professional audio for the A1 Short Film and future media projects. This will also ensure that any background noise or interference is maintained to a bare minimum.

Treatment	
Written By	Matthew Williams
Working Title	Dreams and Dilemmas
Duration	2 mins (excluding credits)
Synopsis	<p>Write a short outline of your story – briefly mentioning the main characters and what happens to them.</p> <p>A girl called Ella has magical powers and admires a successful boy called Samuel, wanting to be his friend but often becoming nervous toward people she does not know.</p> <p>Whilst sitting down before a highly important exam, Ella has a flashback of Samuel in danger, lying on the ground and dead. Will she be able to save Samuel through her magical powers?</p>
Target Audience	<p>Who are you aiming to appeal to? Consider age, gender, class, socio-economic status, psychometrics, geographic etc.</p> <p>6- to 19-year-olds</p> <p>In reaction to the age range of my target audience, I will be aiming for a market of those between the ages of 6 and 19. This is because I will be using my short film to teach a moral that could be used later in life and which will influence how my audience grows up; to create youth appeal for my media production, my protagonist will be about to sit an exam when she has to go to save the boy whom she admires and my short film will be set in an area of education.</p> <p>I will also create appeal for this age range by making this film gentle in how it shows death by making the eyes closed and not wide open to prevent a creepy, sinister, or uneasy mode of address that could traumatise young children.</p>
Females	<p>The main gender which I am appealing to for my short film are female stereotypes: This is because my protagonist and her best friend will be female cast, making my short film more relatable to this age range and connoting female empowerment. It will also appeal to females because it is emotive, and evocative – this is because it shows how love or admiration can make people care for others. This also helps to connote realism despite the genre of magic and helps to add the genre of mild romance to my short film of “Dreams and Dilemmas” because it structures Ella trying to ask out someone to be her friend like a romance film.</p>
Hobbies and Interests	<p>The target audience will mainly be interested in magic and secrecy: This is because the protagonist has secret magical powers which she keeps a secret and wishes to use for good. This could raise dilemmas for my target audience- such as whether she should hide her powers, and what my audience would use them for.</p> <p>Other hobbies or interests would include friendship this is because Ella has a side plot of admiring a Samuel and wanting to be friend with him but struggling to find the nerves to do it all the while. This could intrigue people on what it means to be friends, and whether friendship is more important than education; it also challenges people as to how far they would go in their own friendships.</p>
Lifestyle / Aspirations	<p>Dreams and Dilemmas will appeal to those in full-time education; predominantly those sitting exams. This is because my storyline will show a girl who escapes her exam to save the man that she wants to be friends with; depicting a setting of educations ensures that my short film will appeal to those between the ages of 6 and 19.</p>

The Production Requirements in Relation to Pre-Production:

For my short film production, I have been asked to produce a 2 minute (excluding the credits) short film that is appropriate for people between 6 and 19 years of age; the film needs to contain a moral appropriate for children. I response to this requirement, I have done Audience Research/Primary Research on what children and teens like watching and have used my Idea Generation materials to ask what they like about my idea, what they do not like about it and how I could improve it. All my Primary Research and Idea Generation has been inspired through my Secondary Research – where I look at other short films, their conventions and how examples of film and TV appeal to children and show techniques such as magic and flashbacks to help with constructing my own storyline.

For my idea generation, I have produced a Mind Map and mood board as well as Bullet-Pointed Ideas in a word document to jot down ideas quickly so that I can expand on them later on.

To combat the required of at least two locations, I written out a Treatment and one storyboarding. I have also used relevant storyboards and Shot-List to meet the criteria of using cinematography that is “carefully considered”, as it allows me cinematography to be well-planned and ensures that I only use shots which help to tell my story.

I have also created a script to ensure that my short film contains dialogue, music, and sound effects to coherently meet the guidelines set by my assignment brief. Alongside a script is a Resources List consolidate how I will shoot my short film including its dialogue/monologue/music/SFX (please refer to the Resources Sheet). Also, who says the dialogue can be found in my Personnel List – which also meets the requirements to have at least one character.

Running alongside personnel and Resources Authentication are my Talent Release Forms as a means of gaining permission film my actors and meet the rule of having a minimum of one character at the least.

To use two locations, I have also used Location Recces and Risk Assessments to gain permissions and secure those locations. This means that I can film at two different to meet my brief requirement of the short film containing at last two different locations.

Primary Research for L3 Short Film

New Idea:

For the short film, I had two ideas: My primary idea is about a girl who struggles to ask out a boy whom she admires until saving him through her magical powers. Some 15 out of 17 people liked this idea.

My backup idea raises the dilemma of whether friendship or education is more important. Roughly half of my respondents preferred this idea to my primary idea.

After, I decided to undergo one idea and save the other for my A2 Creative Project. However, discussions with key worker Hadrian Ellory-Van Dekker have persuaded me to create a new idea: through combining both ideas together. This is so that I can appeal to as much of my target audience as possible.

14. In my backup idea, the lead character is about to sit an exam but has a flashback to someone in danger. This dilemma raises the following question:
Which is more important: friendship or education?

Do you prefer this idea?

Yes No

15 14



Here is my new idea:

A girl called Ella dreams of being friends with Samuel but struggles to ask him out. As she tells us about this, she is chatting with her friend in preparation for an exam – when... she has a flashback of Samuel lying unconscious. Ella uses her newfound magical powers to bring Samuel (whom she admires) back to life and states that friendship is more important than education, ending with a rhetorical question to challenge the target audience on their own viewpoint.

RISK ASSESSMENT

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	30/01/2022
Location Required	M1 Block Classrooms (preferably M1, Farnborough College of Technology)	Location Address	Farnborough College of Technology, Hampshire, UK, U14 6DB
Event/Activity	I will be using this filming location to film Ella sitting her exam. This is so that I can promote the themes of education in "Dreams and Dilemmas". This is also to introduce the protagonist to my target audience so that we can empathise more with her throughout my short film.		
Production Title	Dreams and Dilemmas		
Production Type	A1 Short Film Project		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 30/01/2022			
Email: matthew@farn.ac.uk			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue			
Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 30/01/2022			
Email: josh@farn.ac.uk			
Telephone: 01252 407261			

RISK ASSESSMENT

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	23/01/2022
Location Required	Cedar Courtyard	Location Address	Farnborough College of Technology, Hampshire, UK, GU14 6DB
Event/Activity	I will be using this location to film the interaction between Ella and her best friend as they sit in the Cedar Courtyard before their exam. This is to make my short film relatable for my target audience.		
Production Title	Dreams and Dilemmas		
Production Type	A1 Short Film Project		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 23/01/2022			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue			
Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 23/01/2022			
Telephone: 01252 407261			

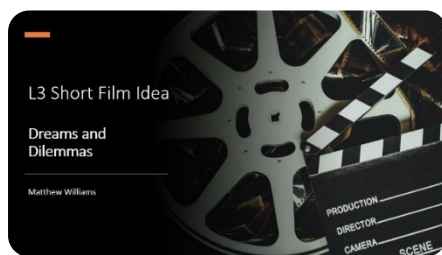
Constraints and Deadlines

No offensive language or swearing are allowed, and all sexual references are forbidden. To combat these issues, I will ensure that the dialogue is appropriate for children by eliminate any possible swearing or offensive language will ensure that I only use Mid Romance to prevent my A1 Short Film Production from being sexual/inappropriate for children.

No weapons or prop-weapons are allowed during filming: hence, I will not be using any prop-weapons because the target audience does not discover how Ella got her magical powers how Samuel died in the storyline. Alongside this, there will be no fake blood as this would upset my target audience.

All filming location will have been granted permission for filming at before the production process.

My idea is to be pitched on 31/01/2022 and I will only have a few days to film afterwards, due to having Work Experience from the 07/02/2022 to the 18/02/2022. To counteract this issue, I filmed, and audio record my short film on the 03/02/2022 due to my actors being unavailable on the 02/02/2022. I have chosen the middle of the week (from 31/01/2022 to 04/02/2022) so that I have enough time to take on feedback towards my idea, create the Final Draft of my script based on the feedback and so that I have time to analyse my footage and reshoot if necessary.



Video Editing will have to be completed in my own spare time and will be integrated with Work Experience so that I can successfully manage my A1 Short Film project whilst away from college. To video edit, K will be borrowing a laptop from college and will ensure that Premiere and Audacity are installed a day or two before the 04/02/2022 (as this is the last time I am at college before Work Experience).

I am having to borrow a laptop from college because my home-laptop is not built for video editing: this is evident because my laptop freezes and suffers severe technical glitches whenever I try using DaVinci Resolve. This constraint was dealt with through borrowing a laptop from college (please refer to the paragraph above).

**The following document was created by Matthew J. Williams on 02/12/2022.*

Project Title	Dreams and Dilemmas
Type of Project	Short Film
Director	Matthew Williams

Legal and Ethical Considerations	
Privacy	The actor's identities will only be mentioned in the credits. However, only their names will be shown – further information will be withheld and kept private/confidential.
Defamation / Libel / Slander	My short film suggests that friendship is more important than friendship without statistics – which could be controversial for the teachers across the UK and other nations. To avoid making this into a false/inaccurate ideology, I will keep this moral subtle and ask the questions to challenge the viewer, rather than forcing them to believe that education is not important. I have also used a dialogue line in the exposition to state that the exam is important – balancing the importance between friendship and education to make my short film more credible and ethical.
Discrimination	There will be no discrimination because in my short film, I do not use dialogue that goes against sex, race, creed, or religion (or any other categories etc.). Furthermore, a cast of both females and males are used to represent both genders as best as possible.
Data Protection	My short film will not be shared with ANYONE unless it is for gaining feedback for improvements; or unless it is to be assessed and marked as official coursework.
Freedom of Information	Information will not be shared with anyone outside of college and will only be shared with peers for feedback and the relevant assessors.
Codes of Practice	All filming will go ahead through everyone's consent and documents will be prepared for consent to filming, risk assessments/recces and planning (shot list, storyboard, script). All planning will be thorough, detailed and considered before filming.
Copyright	Credits will be used at the end of the film so acknowledge contributions from all personnel so that I do not claim all the credits and can implement equality in my appreciation towards helps received for my short film. This will make my short film fairer and more just.
Any Further Comments	No further comments.

Short Film: Idea Development

Secondary Research – Examples of other people's short films:

For my Secondary Research, I began by looking at examples of other short films by analysing what I liked about each short film, and anything that could have been improved. Throughout this example of research, I was detailed by denoting the specific content/visual language and stating my own interpretation of the meaning towards the content analysed.

Another crucial element was creating the subheading of "How does it inspire my own short film?" By adding this section, I was able to consider what conventions I should use in my short film and noted down ideas to give examples of how I may show them through a narrative, cause, and effect. This enabled me to create my initial ideas and expand on them through my Mood Boards and Mind-Maps later on, giving me plenty of options to choose from and to use for my Primary Research Survey.

Short Films - Unspoken

Link: <https://www.youtube.com/watch?v=8mpFYQbOCFo>

What do I like about the Short Film?

- The film has a good story which is easy to follow and interpret. This enables its appeal to branch out to a wide target audience. It is also very realistic (realism).
- The film teaches us to be open with people and communicate with them in a way that suits you best. This is shown through the denotation of a continuous stream of letters between the two protagonists.



- The film also teaches us to be forgiving even in the most precarious situations: At the start of this short film, we are introduced to a jogger running and a businessman in a sharp, smart suit. The jogger accidentally runs in front of the car yet the female protagonist forgives him – in fact, this leads to her communicating and their eventual relationship. This creates meaning because it connotes an ideology that people make mistakes, and we should not be hard on them for doing this; it also encourages the target audience to make friends with people who have made mistakes.



- The short film's characters help to attract different audience profiles: The male wears a sophisticated suit and drives a four-by-four car appealing to a male demographic of Higher Middle Class with affluent spending power. Meanwhile, the jogger is more colloquial and every day in her stereotype – appealing to Working Class female. This creates interest and contrast, attracting a wide target audience.

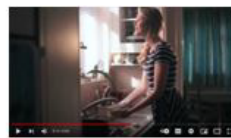


Short Films - Unspoken

- The music fits well with the storyline because it is emotive and romantic and soft to connote a short film that is emotive. It also changes tone when the female protagonist fails to meet with the man in the woods and the aftereffects. This helps the viewer to relate to what is occurring.



- The film is very relatable to me because the everyday settings mean that I can relate to the Unspoken production better. This is because using everyday settings make a media production more iconic, memorable, and recognisable.
- The lighting and colour grading is of a high quality and means that the colours go together well to reflect the time of day and mood. For instance, high-key lighting shows the denotation of good times and daylight – this connotes a positive feel to increase audience appeal and connotes the happiness that the girl lives and how happy she is now that she has met someone that she likes. Contrastingly, the use of low-key lighting is associated with hardship to connote sadness, loss, uncertainty, trouble, and a ruined relationship; it is also used as an example of naturalism in the woods to create a natural feel to the target audience, appealing to reformers and people interested in nature.



How does Unspoken inspire my own short film?

- For my short film, I may use an emotive mode of address through creating a subplot based on romance. This is also because romance is a common genre used in short films.
- I will be using a female and male protagonist, such as in Unspoken: The female will be colloquial, informal, inquisitive and will be sitting on a bench in one scene and has a crush on the male protagonist, a dashing, handsome archetype who is trendy and fashionable – the male stereotype is inspired by the businessman in his sharp suit. However, my male's smart-casual suit will be more relative for teenagers and all my actors will be younger than those in Unspoken.

Short Film – Post It

Link:

<https://www.youtube.com/watch?v=aVgeJ5eqISM>

What do I like about the short film?

- My favourite scene is from 4:57, where Alry and the female protagonist write positive and uplifting messages on notes and stick them onto people to make them feel better. I feel that it is my favourite scene because it is really uplifting, motivating, encouraging, positive and it inspires you to make people happy.



- The film could be considered as a Coming of Age, because Alry (the male protagonist) changes from the start to the last scene of the short film. At first, the Tow Shots and Wide Shots of him standing on a next to a bench and not wanting to talk stereotypes him with the ideology of being uncomfortable and socially awkward. But at the end, he feels more open, kinder, outgoing, uplifting and better at complimenting other people.
- The shots are very well lit and have a nice golden tint. This helps to connote the short film with a natural feel of naturalism and escapism and also makes the media production positive, emotive and slightly romantic. It also helps to make the setting look more attractive and appealing to the target audience.
- I like how the short film uses specialist fonts and graphics to make itself different from other short films and to make itself innovative and creative.



Short Film – Post It

How would I improve it?

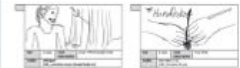
- The male protagonist remarks about his childhood days and memories of his mother but the short film doesn't show us them which is a little disappointing. Personally, I would add some flashbacks of the Alry the male protagonist as a child with his mother – to achieve this I would make the flashback footage look old (as though it is a home video) and use a quick "Dip to White Dissolve transition to separate the flashbacks from the bench scene.

Here, we see Alry telling us that his mother died which is why he has a big box of personal belonging. He reminisces over his memories. But we do not actually see them – this could have been achieved through flashbacks and would have enhanced the Post It by making it more personal, intimate, relatable, and more authentic.



How does it inspire my own short film?

- My film will have more hope towards death or ill health because it will include resurrection and giving people a second chance. Hopefully, this will give my audience hope that anyone can be saved to that they feel encouraged to help other people.
- The scene of my short film will include two people with one of the two actors asking what her best friend wants in life and why.
- At the start of the film, the male protagonist is connoted and interpreted as being uncomfortable, a little shy, and socially awkward. I may experiment with these qualities towards my main character when she is with the male who she fancies.



Harry Potter: Snape vs Lockhart

Link: <https://www.youtube.com/watch?v=QSiynI-fiYE>

Content

- The match is structured like a dojo tournament.
- The use of made-up names and spells
- Magical Wands
- The spells happen quickly and suddenly
- Dark Lighting

Meaning

- In the duel between Snape and the other teacher, both characters bow and walk away. This creates meaning because it connotes duels in Harry Potter as being formal, disciplined, and regimented. As a karateka, it is almost like they are beginning their karate match in the magical equivalent of a dojo.



- The spells use made up names ("Expelliarmus") which are mainly one word. This is to make the spells more recognisable and memorable for its target audience, further cemented through the denotation of wands which are often stereotyped with magic and fantasy. This meaning helps to make Harry Potter recognisable, iconic and memorable for its target audience.
- The spells happen very quickly and suddenly – this creates fright for a teenage fan base due to the unpredictability and mystery of the spells which are connoted as being powerful and dangerous (due to the teacher being thrown back by Snape's spell). This connotes that Snape will be a villain as he as little care for the effects of his spell – making us worry for each character's safety.



Bar Chart Below:

The dark blue bars emphasize the profits created by Harry Potter to show its success. This makes it suitable to analyse for my short film as it tells me how I could make "Dreams and Dilemmas" successful in using VFX to show Magic, but without scaring my target audience.

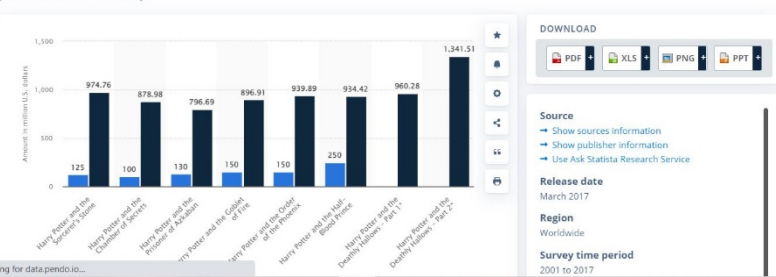
Author: Statista.com

Link: <https://www.statista.com/statistics/608173/box-office-revenue-harry-potter/>

Media > TV, Video & Film

PREMIUM

Production costs and global box office revenue of Harry Potter movies from 2001 to 2017
(in million U.S. dollars)



Why did I research Harry Potter?

For my A1 Short Film of "Dreams and Dilemmas", I decided to analyse a magic duel in Harry Potter. I decided to analyse Harry Potter because of it being very famous as a result of its success – achieving many high profits (based on Secondary Research shown by Statistca.com) and influencing pop culture through the familiarity of words such as "Expelliarmus!"

When analysing Harry Potter, I was particularly curious as to how they stereotyped magic through costumes and how dialogue was used to make the film more memorable. What I discovered is that the spells are quick and easy-to-remember to make them more memorable, and that the dialogue is detailed but also straightforward and concise.

I implemented this into my short film of "Dreams and Dilemmas" by using the word "Ressurecti!" as a magical chant to bring people back to life. I also made the dialogue straight-to-the-point to best challenge my target audience as to whether education or friendship is more important.

Another Reason for making my short film concise was due to it needing to be two minutes long.

Harry Potter: Snape Vs Lockhart

- In this video, low-key (dark and gloomy) lighting is used to show mystery intriguing the target audience, but it could also be symbolising bad events to come for that one of the characts is a villain (antagonist). This creates an aura of suspicion and a gloomy setting which feel old-fashioned and stuffy.

Ideas

- Whereas Hogwarts explicitly shows magic to its audience, my protagonists' powers to resurrect people will be more secretive and will be hinted through flashbacks to create suspense and mystery.
- Hogwarts uses magic for self-defence and in a military manner. However, we will see Ella's powers bring the person whom she admires back to life so that my short film is more appropriate for young viewers. This will be achieved through this tactic because it will reduce any risks of violence.
- The word "Ressurecti!" will be used to bring Samuel to life because using one-word will make the spell more memorable and recognisable – helping to make my short film more successful and iconic (much in the same way that the word "expelliarmus" has been used for the same effect and is now associated with most UK citizens).



- Ella's magical powers will lead to friendship – not hate or war. This is (again) to appeal to my young viewers between 6 and 19 and to encourage people into the ideology that looking out for others can lead to a friendship; in turn, friendships can lead to happiness, love, and compassion. This will make my short film uplifting, inspiring and ethical for my target audience.
- There will be no throwing as seen in *Expelliarmus* as this will make my short film too violent, unethical and could upset my target audience as young children are more easily able to become traumatised or affected by violence. Furthermore, it will give them the wrong ideology when I want them to look out for others and use any of their talents for good.



Merlin

Link: <https://www.youtube.com/watch?v=3pYCGXvh4Wk>

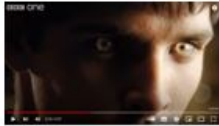
Content

- Denotation of a medieval setting.
- VF to show the magic and how it is used
- Merlin's acting after saving Gaius
- Use of Extreme-Close Up / Close Ups / Med-Long Shots to demonstrate Magic
- Music
- High Key Lighting, Lots of Shadows



Meaning

- Like Harry Potter, Merlin sets its setting in a medieval room that looks like a medieval area in the UK. This is an example of patriotism because it connotes an example of showing our historical heritage.
- VFX are used to show magic through the denotation of Gaius (the elderly archetype) suddenly floating in the air, Merlin's eyes glowing and the bed (prop) moving to Gaius. This connotes magic as being a tool for good because this scene is showing Merlin saving someone through his powers. This teaches the moral of making people use their powers for good and saving lives – which is what I would like to instill into my own project.



Merlin

- When Gaius asks Merlin about his magic, Merlin becomes nervous and claims that "it was nothing to do with me". This makes the character more relatable because it is showing modern-day, normal conversation and an everyday struggle with Merlin being wary of his powers and implicitly fearful of its consequences if people discovered his magic. This idea of a dual personality would be interesting to stereotype my protagonist with, to add contrast for creating interest in my short film.



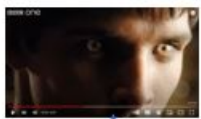
- Extreme-Close Ups are used to show Merlin's eyes glowing when using magic as well as an Overhead Shot to show the bed moving, a Wide Shot to show Gaius landing in the bed alongside a High Angle for the same purpose.
- The magic shows the setting as mythical and mysterious through making it high-pitched through the denotation of glockenspiels and bell-like tones. This helps to connote a light-hearted, magical mode of address which is fitting for its genre and purpose.
- The lighting is high-key due to the use of sunlight to connote realism through a natural mode of address, and it is also naturalism because there is an emphasis on natural light. This adds realism to make the clip feel more relatable and accessible to wider target audience. It also prevents the conversation from becoming an argument or being too heavy – ensuring that the TV programme £of "Merlin" remains light-hearted so that it appeals to a wide target audience.



Merlin

Ideas

- Merlin uses Extreme-Close-Ups on the eyes to show his magical powers; I will do something similar by making my protagonists' eyes open quickly after her flashback of someone she admires on the ground unconscious. To do this, I will film an extreme close up of the protagonist's eyes shooting open, then a Dutch Angle of the protagonist shuddering/slowly moving back with a terrified/horrified/shocked facial expression.



ECU to emphasize Merlin's magic

My Own Storyboard Ideas

- Whereas Gaius (the infirm physician) was with someone in an urban-areas during his fall, my victim will be in the middle of nowhere. This is because I want this to be the climax of my short film; that way, my resolution can involve the lead character saving him through her magical powers to show evolution of their interaction and eventual friendship. This is to create a shot film that feel friendly, uplifting, emotive with a message encouraging people to look out for others, use their talents for good, and make new friends.



- Merlin (the young, dark haired actor who saves Gaius) becomes nervous when questioned on his magical powers. I use a similar instance where my protagonist struggles to admit something (such as wanting to be friends with someone) but struggles to do it due to nervousness and a fear of rejection or any other consequences.

- Unlike his clip, my short film is set in the modern-day. Filming a period-drama or medieval-based production would be hard given that my college's campus is very modern, sleek, contemporary and professional.

INT. WORKSHOP ENVIRONMENT. DAYTIME.
Ella is facing Samuel, trying to find the words to tell him that she needs to be his friend.
OVER THE SHOULDER (FOR EACH PERSON)
Ella
Samuel, there's something I wanted to ask you. I, well I
VFU: Reactions
CLOSE UP
Ella (VFU)
You can do it. You can do it!
TWO REACT
The protagonist suddenly awakes all over Samuel.
OVER THE SHOULDER
Samuel's shoulders back in flight to shield the scene. Hard into head.
FLAMMABLE (DFT)

Adding Storyboarding into my Analyses of "Merlin"

When discussing how "Merlin" inspired my own project I the "Ideas" section, I decided to incorporate some of my storyboarding so that I could better visualize my ideas and how my Secondary Research shaped the appearance of "Dreams ad Dilemmas". This helps to add creativity, imagination, ingenuity, and innovation into my Secondary Research. This proved helpful to me when storyboarding my idea for my short film of "Dreams and Dilemmas".

The Worst Witch

Link: <https://www.youtube.com/watch?v=9F9bsT9QOL0>

Content

- Explicit denotation of figures on broom's
- Sighting of witches, and the residence's reaction.
- References to "Glasses" and "Broomstick efficient" test for realism and grown-up appeal.
- Interaction between the resident and witch
- The witches' stereotype
- Lighting
- Music



Meaning

- In this video of a CCBBC Children's Series called "The Worst Witch, the director has chosen to explicitly show a denotation of witches flying in the sky so that the TV show is easy to interpret and thus more appealing to children. It also connotes a clear idea of the show using genres such as magic, and fantasy – showing this this genre can appeal to young children.
- The collision between the witch helps to create suspense and tension because we worry that it might hurt either of the characters – making us fear for each stereotype's safety to engage and hook the audience to see what happens next. This also connotes mystery so that we feel intrigued to watch more and creates a dramatic entrance. The dramatic entrance makes us unsure what to expect to make the show more exciting for children.



The Worst Witch

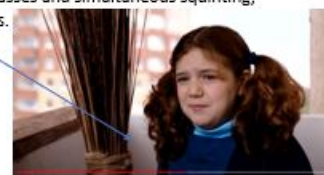
- The sighting of witches surprises the female-child-resident, and this could be used as a symbolism of the audience's surprise: This is because we usually expect to see witches in old buildings and mythical cave. This was particularly represented in films such as Harry Potter (with its historic castle of Hogwarts) and Merlin (which also used a castle, woodlands, and caves).



- The use of a magic/fantasy convention in an every-day world is to make this genre feel more causal and thus more relatable. This is to show the the director does not intend to upset this/her audience through using overdramatic conventions such as throwing people: This casual feel is connoted further through realism such as "I forgot my glasses" which adds realism and shows awareness of disabilities; and the slang of "I passed my broomstick efficiency test first time!" which relates more to people above 18 and over because its similarity with driving. This could be reviewed as subtle comedy and connotes an experimental and playful mode of address for grown-ups.



- The denotation and convention of high-key lighting convey the mood between the two characters – which is neutral, friendly, open, conversational, and casual in order to appeal to children. This is a great decision as it makes this magic show unique from the rest through its happy mode of address. It connotes an ideology that talking to a witch is easy, and that witches are friendly – engaging its audience because it inspires children to have a look for witches and talk to them.
- The fact that the witch wears similar clothes suggest that witches live similar to humans and that they could even be the same as us. We can see that she may struggle as eyesight due to her "reference to glasses and simultaneous squinting; with curly hair to show how disorientated she is.



The Worst Witch

- The music is very subtle so that it blends in with the background – with its intention to make the "The Worst Witch" minimalistic, sleek, and high-quality. Personally, I feel that its music could be a little louder as it is hard to hear for the viewer.



Ethical Issues:

In this clip from CBBC's "The Worst Witch", the female protagonist is connoted as being in her home alone, without any supervision from her parents. This is an ethical issue as it deals with the problem very causal as though it not a risk at all – inferring that the director feels that children can be left alone at home without needing to be supervised by a parent or guardian. Contrary to this, many parents may worry about the protagonist being alone because it creates more risk and danger and less probability of help of something bad occurs.

Another danger could be the scene with flying broomsticks as it could encourage children to fly on broomsticks themselves in open-air. Whilst this could be unlikely, some children may not realise the dangers of trying to fly a broom and it could cause severe injury or death if children were to try the stunt out for real.

How does it inspire my own short film?

- I will make my idea relatable by using an everyday setting (such as college or a library). This is so that I can make my media production appeal to children ad a wide variety of stereotypes; this will also n be achieved through dialogue through a conversation scene and direct questions.
- I will show magic through a wand as it will make my audience remember magic with my short film; this will make my media production more recognisable, iconic, and memorable.
- At the same time, I will use a more rustic, wooden, crystal-like wand that looks old, ancient, and mythical. This is to make my short film unique and creative.



Analysing The Worst Witch:

I felt particularly inspired to have analysed a show called "The Worst Witch" that is broadcast on the children TV Channel CBBC because it was very helpful and insightful into how my short film would be structured and acted out, and it informs the target audience on how magic can be shown in a casual mode of address that is not too dramatic or scary.

For instance, the conversations were similar-t to that one a friend-to-friend social chat and the setting was a Working-Class flat/apartment, with the addition of casual clothes to make this production relatable. This is something incorporated into my own short film by making Ella and Emma colloquial stereotypes to make them more relatable and to make Ella easy to empathise with.

What age is appropriate for The Worst Witch?

The story is fun and interesting, best for ages 7-9 if they are tolerant of more slow pace, age-appropriate film. 25 Feb 2022

<https://www.commonssensemedia.org> › movie-reviews › th...

[The Worst Witch Movie Review | Common Sense Media](https://www.commonssensemedia.org/movie-reviews/the-worst-witch)

Title: "The Worst Witch Movie Review"

Author: Common Sense Media

Link: <https://www.commonssensemedia.org/movie-reviews/the-worst-witch>

Flashbacks

- Investigate examples of flashbacks.
- Research tutorials on ways of doing flashbacks.
- Use your findings to inform what you would/would not do in your short film, and how it inspires your own project.

Reason for Researching Flashbacks

In my short film idea, I am considering using flashbacks so that I can show the struggle's and hardships that Ella goes through.

For instance, Ella has a crush on a boy and wants to be his friend but struggles to ask him out. This will be shown through a flashback where Ella tries to be honest with him but struggles with her nerves (shown through stuttering and awkward silences/suspense). I would like to use this denotation because it connote Ella with being confident only with people she knows and connotes an ideology of nervousness around making friends due to a fear of rejection. This stereotype of a split personality will add contrast to create interest for my viewers; and will make us empathise with Ella – teaching us “never to judge a book by its cover”.

Another flashback idea is to show Samuel in danger – this will create suspense and drama by making him look in the middle of nowhere; making us fear for his safety and making us empathise with him. This makes us support Ella more and will help to drive the story forward.

Al plan to use al flashbacks to show struggle and context; this will make my short film easier to interpret for younger viewers because we can visualise what the actor's are saying. This will make the short film innovative and creative because it is using non-linear narrative.



Samples of Flashback Analyses:

For my short film of “Dreams and Dilemmas”, I decided to show a vision of Samuel’s death to create suspense and a flashback of when Ella asked Samuel (but sneezed on him instead) to make us empathise with her as a target audience.

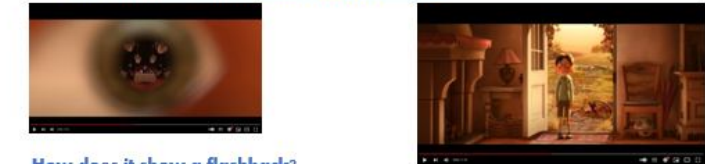
I analysed examples of flashbacks through Secondary Research to consider how I would achieve. On the next two pages are some sample of my research on flashbacks.

I focused on analysing flashbacks from TV and films that would be appropriate for children and adults. This is because my target audience is set at 6 to 19 years of age.

Furthermore, all of the productions that I analysed for gaining inspiration on flashbacks have been very successful and are memorable and iconic for some children. This means that I could create flashbacks to make my own production memorable through show flashbacks as possible.

Ratatouille

Link: <https://www.youtube.com/watch?v=5m7SGj0c4>



How does it show a flashback?

In this section of the film Ratatouille, a chef is reviewing the food of a restaurant which prompts memories and thus a flashback.

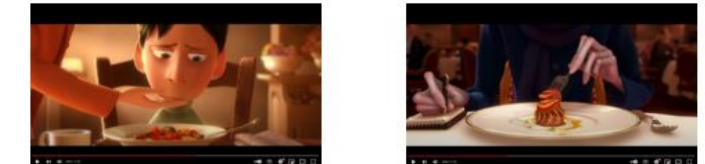
To show the flashback, the director has used an Extreme-Close-Up to show the yes widening with a shocked expression of disbelief. The visuals have then zoomed out and through to the boy of the restaurant reviewer as a young boy; finally into a Mid Shot of him at home.

To end the flashback, the director has done the opposite by zooming through the reviewer’s eye and back at the restaurant where the present and much old restaurant critique is sitting.

How do the flashbacks create meaning?

The denotation of the flashback zooming into the child when the critique eats the food implies that it is bringing back memories of the reviewers own childhood memories – connoting the food, restaurant branding and experience with the ideology of bringing back and reconnecting with good times and yourself. It gives an interpretation of the food being emotive, overwhelming, powerful and poignant thus connoting that the food is an extremely high quality and luxurious, tasty and flavoursome alongside evocative.

The quality of food is also shown through its bright colours and presentations which look colourful, precise and neat so that we feel attracted into eating the food through the appeal to our senses; this also connotes positivity, and vibrancy within the food.



Ratatouille

It is no surprise then, that the reviewer looks so surprised, shocked and in disbelief when consuming the food. This is enhanced by the Extreme-Close-Up of a pen dropping to the ground which makes the animation smooth, impactful and dramatic. At the same time, it makes us worry for that reviewer’s safety because it questions whether he has a health/muscle problems caused by the food, creating distrust towards the restaurant and its services.



This new stereotype creates interest through contrast with the reviewer before eating the food. This is because before the flashbacks, he is stereotyped as formal and stuffy due to his suit. His facial expression is also very serious and could be considered as dull and boring.

Considering that the reviewer has a minor reaction to presentation, I infer that the director wants to symbolize food as being about memoires, tradition, love, care, affection and the joys that they bring: This is heightened by the scenes of the child-like reviewer enjoying his food made by family. Of course, it makes the audience question whether the restaurant could have stolen the recipe from the reviewer or secretly had dealings with him so that the restaurant’s success was guaranteed – raising copyright concerns. It also makes us wonder whether the director is a chef or food addict himself.

Dr Who – Family of Blood Flashback

Link: [youtube.com/watch?v=GqSD0w8vXGs](https://www.youtube.com/watch?v=GqSD0w8vXGs)

How does it show a flashback?

For this episode of Doctor Who, the editor has aligned a clip showing the past showing a clip showing the present; he has transitioned between them with a type of Dissolve called “Dip-To-White” and entered 150% to 200% for the speed duration.

To enhance narrative, the editor has made the flashbacks brighter, happier and high-key. The remaining clips showing the current situation are darker, gloomier and low-key.

How does it create meaning?

- In this clip of Doctor Who, there is a lot of emphasis on the melodramatic genre which is emphasized through the arguing and dramatic acting of each actor. This is to show the severity of the situation and how nervous each actor is. This causes David Tennant to use strong, evocative language in words such as “execute” and “kill”. On one hand, this could connote Dr Who with an ideology of preparing children for death; on the other, it could upset its target audience.



- Each Flashback shows John Smith through different stages of life including marriage, parenthood and death – each filled with SFX of church bells (to symbolise marriage), baby cries and children (parenthood) and peace to show death. This suggests that John Smith will have had a happy life full of happy memories and a peaceful death. However, his time is at an end and this makes us worried for ourselves and his character.
- The denotation of an old John Smith closing his eyes slowly in peace to show death enables Dr Who to appeal to young children and teens; this is because it shows it gently without showing violence that would otherwise upset children. This appeals to a wider target audience and makes Dr Who innovative, creative and simple.



Title: “Peter Capaldi’s Doctor Who is officially the darkest of the modern era”

Website Link:

<https://www.radiotimes.com/tv/sci-fi/peter-capaldi-s-doctor-who-is-officially-the-darkest-of-the-modern-era/>

Author: Huw Fullerton

Title: “Is Doctor Who Aimed at Children and does it Matter?”

Tiny URL:

<https://bit.ly/3MhCF8C>

Author: James Annis

Why did I analyse this scene of Doctor Who?

I analysed Doctor Who because it is a TV Show that has been watched by a generation of children and young adults since it first aired in 1963. Based on this statistic, I felt that analysing Doctor Who would help me to gain insights into how production shows flashbacks in fiction and sci-fi. This is because like Fantasy, Sci-Fi can involve drama, tension, and make-believe.

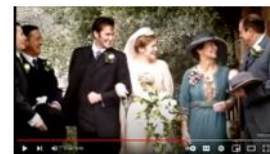
Analysing Doctor Who inspired me to use a “Dip to White” transition to flash between the past and present. I also used Monochrome to symbolise the negative emotions and experiences of those at the helm.

Why did I analyse Matilda?

I analysed Matilda because its target audience is for children with some adult references as noted by “Reelview.net” and suggested by “commonsensemedia.org”. I felt that analysing Matilda would expand my ideologies of how to show flashbacks to appeal to children and teens, as the target audience for my short film is between 6 and 19 years of age. I also felt that Matilda was important to analyse because I wanted to appeal to as much of those between 6 and 9 years of age as possible.

Dr Who – Family of Blood Flashback

- A succession of flashbacks is created through a quick “Dip to White”. This creates meaning because it shows the life of the human John Smith flashing uncontrollably before his eyes, alongside what The Doctor could have achieved as a human and what is at loss due to how quickly it ends. This helps the audience to empathise with David Tennant’s character because everyone has lost something important in their life at some point. This makes Dr Who feel more relatable to a wider target audience.



- The use of slow-motion shots helps to emphasize what John Smith will lose in life and what he could have had if he was not in the situation that he is in. Furthermore, it makes the flashbacks look sleeker and freer-flowing so that the clip is more appealing for the target audience’s eyes.
- Lighting is also used to stereotype each character’s emotions: The building that David Tennant is in with the sound of explosion in the background is gloomy, and dark to make it sinister, suggest it being at night, send negative emotions and it connotes mystery thus engaging us to watch more because it connotes mystery. Contrastingly, the flashbacks are generally brighter and high-key to present happier times and a protagonist that is happy with his life had he not undergone whatever terrible sacrifice is imminent (suggested by “executed” and “killed”),

What age group is Doctor Who aimed at?

The majority of Doctor Who episodes in the modern series have been rated PG (Parental Guidance) by the British Board of Film Classification (BBFC), meaning that they should be fine for most kids but parents should consider whether it's suitable if the child is **under 8** or **more sensitive**. 8 Jun 2017

<https://www.radiotimes.com/sci-fi/peter-capaldi-s-doctor-who-is-officially-the-darkest-of-the-modern-era/>

Doctor Who age ratings: Peter Capaldi officially the darkest ... - Radio Times

Is Doctor Who aimed at children?

Doctor Who is and always has been a family show. **It will never be too adult as it must always appeal to kids.** In Doctor Who, the silliness and atmosphere that the show is given to keep the kids interested is part of its charm. The moment Doctor Who stops appealing to kids is the day it dies. 25 Jan 2014

<https://www.doctorwhotv.co.uk/is-doctor-who-a-kids-show/>

Is Doctor Who a kid's show and does it matter?

Matilda

Link: <https://www.youtube.com/watch?v=BDtdXzUfsak>

How does it show a flashback?

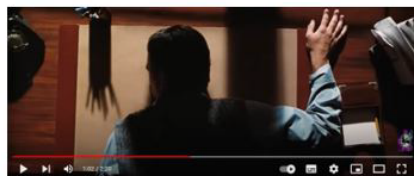
The editor uses cross-dissolves to begin each flashback, show each clip of the flashback and to transition out of the flashbacks and into the dialogue between Matilda and Mrs Honey. This is used to create a smooth and sleek final product.



How does it create meaning?

This creates meaning because the use of cross-dissolve stereotypes Mrs Honey as being smooth, sleek and easy-to-follow and it makes the film gentler on the viewer’s eyes – making it more appealing and enabling it to appeal to a much larger market audience (preferable older generations who want something gentler or may be reminiscing back to their own youth).

It connotes the flashbacks as being a show-reel of the girl’s childhood which fits alongside Mrs Honey telling Matilda the story of her childhood. This transition and the stereotype given off Mrs Honey as a child also gives a calmer mode of address which helps to add in sadness when Mrs Honey’s father died. This makes us empathise with Mrs Honey as a result as makes the media feel more relatable.



However, just using cross-dissolves for the transitions and each shot could be seen as repetitive for some viewers and may also be seen as narrowing – possibly connoting a lack of creativity with in the post-production process. Alternatively, it could suggest that transitions had not really developed for flashbacks at this point in time.

Title: “Matilda | Reelviews Movie Reviews

Author: James Berardinelli

Tiny URL: <https://bit.ly/3k41ad8>

Website: Reelviews

Although Matilda, which is based on a story by Roald Dahl (whose James and the Giant Peach reached screens earlier this year), is primarily aimed at the **under-10 crowd**, DeVito has crammed this movie with elements designed to appeal to adults.

Cast: Mara Wilson, Danny DeVito, Rhea Perlman...

Screenplay: Nicholas Kazan and Robin Swicord ...

Director: Danny DeVito

<https://www.reelviews.net/reelviews/matilda/>

Matilda | Reelviews Movie Reviews

Creating my Own Flashbacks

How I will Create my Own Flashbacks:

Based on my findings, I have decided how I will show flashbacks:

Dip-To-White:

I plan to use a Dip-To-White transition to show flashbacks. This is because it gives the ideology of flashing into the past and will help to differentiate between past and present to clearly define where each flashback starts/ends. This will make my short film appeal to a wide target audience of young viewers because it will make it easier to interpret and follow.

Monochrome Lighting:

I plan to use Monochrome Lighting to define the past (flashbacks) clearly from the present. This will ensure that my short film appeals to young viewers because it makes the short film easier to follow and interpret for a target target audience. It also makes my own methodology of flashbacks different from all the media productions analysed in relation to flashbacks – this is because many of them do not USE monochrome, but colour instead. In using monochrome, I am technically teaching young viewers to be creative and ambitious.

The use of Monochrome will help to show Ella's struggles and hardship to make her stereotype more relatable and the short film more appealing for its viewers. This will help to symbolise the tense nervous of her exams, the nervousness of asking Samuel to be her friend and to show Samuel in danger (showing that I plan to use greyscale to convey a sinister mode of address). This will make my short film emotive.



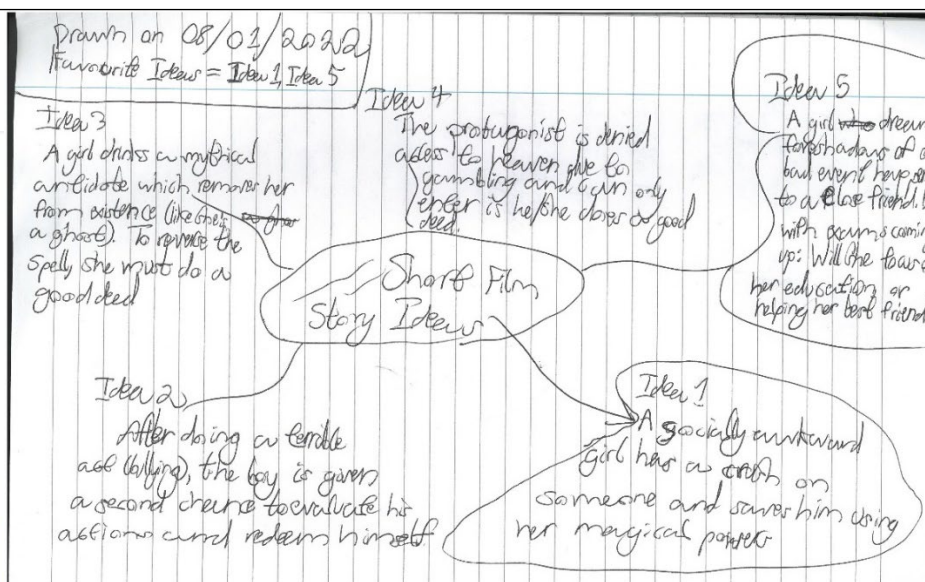
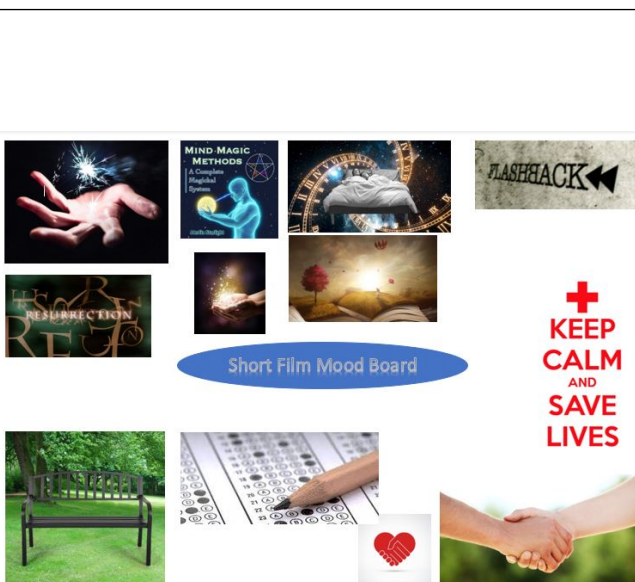
After researching a variety of different methods of showing flashbacks using examples of popular TV Shows and Films and YouTube tutorials, I used my research to consider what my flashback should include so that my target audience realizes when my flashbacks and ends. To do this, I used a "Dip-To-White" flashing to connote the past flashing Ella's eyes. We know that we are in the past or a vision/foreshadowing-scene during a flashback because Monochrome Lighting is used to show the past and sinister feel.

I tried to be as detailed as possible for deciding how I would create flashbacks. This was done to create a clear housing style with "Dreams and Dilemmas", and to use conventions to make my media production more memorable, iconic, and recognisable.

Generating my Initial Ideas

After successfully completing my Secondary Research, I inserted photos of magic into my Mood-Board to create a moral of using your powers for good, which led to the moral of saving lives and looking out for people; as well. This lead to further images based on friendship and romance, alongside settings such as forests, and park benches.

I then created a range of different storylines through a Mind-Map – all of which were based on my Mind Maps images to determine how I would convey my story to connote the mood and tone of my short film. I then circled two of my favourite and most feasible storylines as both of them interested me, and I let that it they would be the best for entertaining or challenging my target audience.



Short Film: Primary Research

Primary Research for L3 Short Film

Who did I ask, and why?

Questions: 1,2,3



Name – For my first question, I wrote “Please could you type your full name (optional)?” because I shared my questionnaire/survey with my friends due to the expected target audience and felt that it would be handy to know who has done the survey, and who has not done it (so that I can send them a link). This has helped to make my [primary research more effective in gaining as many responses as possible. I added the “(optional)” [phrase and did not make the question “Required” – this is because some people may feel uncomfortable towards giving their age or may withhold information because they know that they are no longer anonymous. Making the question optional helped me to get as much qualitative, and detailed data as possible which was as accurate as possible.

Age Range – I sent the questionnaire/survey to those between the ages of 6 and 19. This is because 6 to 19 is the age given by my assignment brief towards my short film’s target audience: Targeting people this age ensures that I am fully aware of what my target audience likes about my short film, and what they expect from the genre which I want to work with.

2. What is your age range?

[More Details](#) [Insights](#)



Primary Research for L3 Short Film

Gender – I asked a range of genders and added an “other” section to my questionnaire/survey. This was added for those that may be transgender or may feel uncomfortable to reveal their identity. Furthermore, it helps me to decipher how different genders have different needs and requirements for a short film.

3. What gender are you?

[More Details](#) [Insights](#)



Which of these do you want in my short film?

For this question, 13 people chose “Magic / Fantasy”, 7 chose “Mild Romance”, 8 chose “Other” and the rest chose friendship. This shows me that people between the ages of 6 and 19 years of age are into the genres of magic and fantasy. Due to this, I will try and show magic as much as possible in my short film – part of this will be done through flashbacks; I will also show magic by looking over the informative and detailed responses from my questionnaire participants.

4. Which of these do you want in my short film?

[More Details](#) [Insights](#)



Primary Research – Audience Profiling (Demographics)

This top page has a large emphasis on the target audience that I asked to complete my survey. By asking people between in their teens and no older than 19, I am gaining authentic insight into what this age range want in my short film, so that I can create a short film based on their needs and requirements.

In my future questionnaires/surveys, I will leave out the question which says, “Please type your name.” This is because it has infringed on the participants’ privacy and because I may not get the best possible feedback by asking this question. This is because the participant may feel uncomfortable giving their feedback due to no longer feeling anonymous.

The Popularity of my “Dreams and Dilemmas” Idea:

In this section called “Did they Like My Idea?”, had a question which described my idea for “Dreams AND Dilemmas”, and a “Yes” or “No” option to say whether liked the idea or not.

This helped my target audience to make an informed decision about whether they would want to see “Dreams and Dilemmas” or not, making my research outcomes more accurate, authentic, and reliable. Microsoft Forms then generated the question into an easy-to-interpret Pie Charts. This allowed me to promptly professionally, and efficiently made the decision of going-ahead with “Dreams and Dilemmas”, because it was popular with my target audience.

Primary Research for L3 Short Film

Did they Like My Idea?

For my shot film, I wanted to use a girl which wants to be friends with someone, and finally finds courage to do so when saving her through her newfound magical powers. As this is the idea which I wanted to film and produce, I Made It mandatory to include it within my questionnaire – this was achieved in Question Five through typing “In my short film, I want to teach people to use their gifts for good. Do you like my idea?”

For this question, I formatted as a simple choice-question where you could say “Yes” or “No”. This is so that I could clearly, and quickly identify how many people did/did not like my idea.

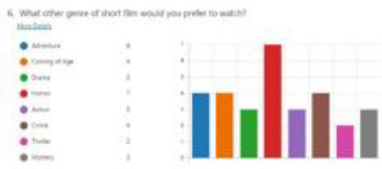
Through Question Five, I have discovered that some 20 people do like my idea and 5 people do not like my idea. This means that my idea will be successful and appeal to my target audience.

5. In my short film, I want to teach people to use their gifts for good.



Backup Options:

I am not going to change genres for my short film as the results for question 6 (which says, “which genre of short film would you prefer to watch?”). This is because the highest genre was horror which would traumatise young viewers between 6 and 12 (estimated). Furthermore, the next favourite genres are undecisive because most genres were chosen a similar amount of times.



Whilst I could explore these genres in my second-year projects, I am going to stick with magic and fantasy because this is a new genre for me sand to means that I can stretch and challenge my media capabilities. Furthermore, I feel that it would best suit my ideas due to the themes of mild romance and resurrection.

In my Primary Research, I asked my participants what other genres they would expect to see in a short target at their age range – the most popular of which was horror; and the second-most-popular of which were Action, Coming of Age and Drama. This is important because it provides me with a contingency plan of that enables me to re-create a much better short film. This helps me to easily recover from if my “Dreams and Dilemmas” idea were to be unsuccessful or fall-through.

For my short film, I have purposely avoided Horror because it has potential to be gory which makes it prone to upsetting and inappropriate for children. It also makes it too easy for violating the filming regulations of there being no weapon-props, swearing or offensive language allowed.

Primary Research for L3 Short Film

New Idea:

For the short film, I had two ideas: My primary idea is about a girl who struggles to ask out a boy whom she admires until saving him through her magical powers. Some 15 out of 17 people liked this idea.

My backup idea raises the dilemma of whether friendship or education is more important. Roughly half of my respondents preferred this idea to my primary idea.

After, I decided to undergo one idea and save the other for my A2 Creative Project. However, discussions with key worker Hadrian Ellory-Van Dekker have [persuaded me to create a new idea: through combining both ideas together. This is so that I can appeal to as much of my target audience as possible.



Here is my new idea:

A girl called Ella dreams of being friends with Samuel but struggles to ask him out. As she tells us about this, she is chatting with her friend in preparation for an exam – when... she has a flashback of Samuel lying unconscious. Ella uses her newfound magical powers to bring Samuel (whom she admires) back to life and states that friendship is more important than education, ending with a rhetorical question to challenge the target audience on their own viewpoint.

Primary Research for L3 Short Film

How I will show friendship/mild romance to appeal to my target audience:

Most answers mentioned or related to the interpretation of a friendship evolving throughout their short film and the ideology of them falling in love someday.

To adhere towards this need and requirement from my target audience, I will be basing my storyline on a girl who becomes friends with a male protagonist through using her magical powers to save him. This will show evolution of friendship because the girl will struggle to make new friends whilst admiring this male side character – I will aim to make this scene as cute as possible by giving the female protagonist a cute smile and friendly mode of address.

To show evolution of friendship, there will be a flashback where Ella tries to ask Samuel out to be his friend. I will do this scene in a park bench. This is because many people mentioned that a "bench" is a good place to ask someone to be your friend if you were having a one-to-one with them (see results for Question

Magical Objects for my Short Film:

When asking people to enter a magical object in Question 13, some 11 people out of 22 typed or mentioned the object "wand". This infers that most people between 6 and 19 identify wands with magic – due to these findings, I will ensure that I purchase a wand so that I can connote magic within my own short film. I will also make my wand unique and innovative so that I do not make my production feel like a cliché; to achieve this, I may look for wands which are like the one's used in Harry Potter, wands which are old, twisted, unusual, surprising, and unexpected to create an aura of mystery with my short film.



In my Primary Research, I had two ideas. Both ideas were popular with my target audience, so I combined them to create a new idea called "Dreams and Dilemmas". This is what I am discussing in the page on the right so that I can show Problem-Solving of how I dealt with the target audience liking both ideas.

Next time, I will try not to repeat the same title as it has made this page feel repetitive.

In this last slide of my Primary Research, I am considering the convention which I will use to show my short film's genres so that it is easy to understand for my target audience. This helps me it creates a successful short film and consider the content of it so that it can appeal to the needs and requirements of my target audience.

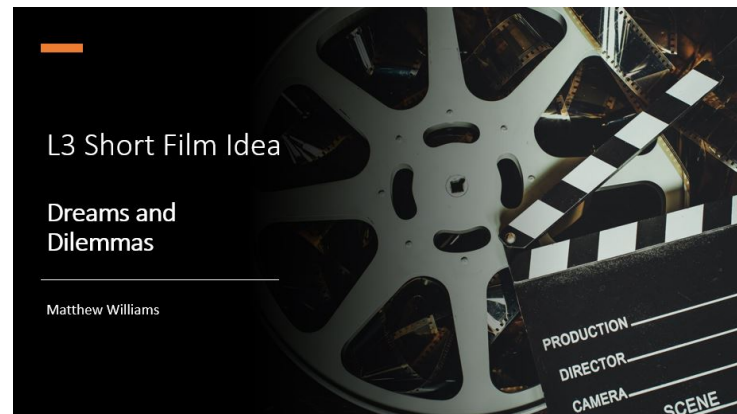
Denotation of Props Used:

Based on my Primary Research, I decided to use a wand as a convention of showing magic and the genre of Fantasy. This is because in the survey which I created for my Primary Research; wands were the most common prop-suggestions when asking my target audience what they would expect in a Fantasy production.

Short Film: Primary Research

Preparing and Creating my Presentation

For my presentation, I structured my pitch by aiming to do a synopsis of my idea, followed by data and statistics to support my idea, then followed by how I the client can support my idea and what I need for it to be successful. I did it in this style so that I could clearly tell the client my idea and why they should support “Dreams and Dilemmas”. The aim of using the structure of pitch was so that my client felt encouraged into funding/supporting “Dreams and Dilemmas”.



In these slides to the right, I am giving my client a full description of what I intend to make a short film on by breaking down the storyline's conventions through bullet points and tables/spreadsheets. This makes the information more sizeable and feasible to read, as well as quicker to look at and understand. I did this because presentation need to be brief to engage the client, having a presentation that is too long could confuse, overwhelm, or bore my client.

Here, I have referenced to my pre-production so that these slides tell us as about my idea. This gives my client awareness of what they are backing.

I have specifically chosen to use a Storyboard as reference material because it visualizes all the ideas sand notes written down to explain my idea. Moreover, it fully demonstrates my storyline and tells you what my short film will look like. This adds more depth to my presentation.

Using my own storyboards also adds intimacy, a personal feel, creativity, and originality to show that I am passionate about my idea and to give my presentation a Unique Selling Point.

Character Name	Character Stereotype
Ella (protagonist)	<p>Ella is confident with those that she k ow but nevous at maiming friends due to a fear of rejection.</p> <p>She secretly has magical powers and want to use them for good because she is kind, caring and empathetic but also sensitive at times.</p>
Emma (Ella's Best Friend / Protagonist)	<p>Bing's up Ella's dilemmas and personal issues to explain the story: Emma is confident, outgoing, forward and straight to the point to add drama to my production.</p>
Samuel (Cataylst / Side Character)	<p>This is who Ella wants to be friends with but struggles to ask out. Samuel is trendy, handsome, fashionable, and successful.</p>

Story and Narrative

Synopsis

- A girl misses an exam to save a boy through her magical powers.

Morals

- Always look out for other people.
- Use your gifts/talents for good.
- Friendship (looking out for others) is more important than education (controversial).

Narrative

- Non-Linear: Use of flashbacks to show male actor in distress and the exam – makes the audience visualize the situation.
- Closed Narrative – The last shot will be a two shot of Ella and Samuel as friends, chatting/laughing lively and happily together.



Mise-En-Scene

Genre

- Magic** – The girl uses her magical powers to bring the boy back to life.
- Mild Romance** – Plays with friendship and connotes friendship scenes like a romance film; this will only use MILD romance as from experience, I realize that strong romance is unpopular and unsuitable for those between 6 and 19 years of age.

Setting

- Courtyard Bench – Ella and her best friend before the exam (to show realism of educational setting).
- Back of FCOT Crate – To show suspense through hopelessness (Samuel in the middle of nowhere).
- Park Bench – Ella tries to asks Samuel to be her friend.

Props

- Wand (grey, metallic, smooth with a star on top)
- Exam Paper

Lighting

- Colour** – Real time scenes that do not hop between past.
- Monochrome** – To be used in flashbacks to show the past and negative emotions felt by Ella. This will create contrast and interest for my short film.

Target Audience

Age Range

This will be appealing to children and teens between 6 and 19 years of age due to using conventions of magic and being set in a school – making my short film relatable or those in education.

Gender

Mainly females due to using two female cast, one male. However, males may also like my short film as I asked a range of people to do my survey and many of them would want to see magic/fantasy in my short film.

Lifestyle

This will relate to those in full time education due to the denotations of exams. The short film also asks whether friendship or education is more important.

Psychometrics

- This will appeal to aspirers who aspirer to success, educational studies or a meaningful relationship/friend.
- It appeals to strugglers because they may relate to Ella struggling to ask Samuel out to be her friend.
- It relates to Reformers to seek self-esteem, because Ella is seeking friendship but has low self-esteem due to nervousness caused by a fear of rejection.

2. What is your age range?

[More Details](#)

[Insights](#)



4. Which of these do you want in my short film?

[More Details](#)



Morals

Moral	How will I show this moral?
Use your powers for good.	Cassidy is seen using her magical powers to save the person whom she loves.
Always look out for other people.	Cassidy is seen using her magical powers to save the person whom she loves.
Which is more important: friendship or education?	The protagonist misses an exam due to saving the boy whom he admires.

Legal and Ethical

Possible Legal/Ethical Issues	Combating These Issues
Privacy	Character names will be used for the actors.
Defamation / Libel / Slander	All dialogue/monologue will be story-based and any claims, data or statistic will be Harvard referenced.
Discrimination	This film will not show any hate/dislike towards any said group of people. One of the actors is also non-binary to reinforce this.
Data Protection	All footage will be kept confidential on my External Disk Drive.
Codes of Practise	All Idea Generation and Pre-Production will be completed before filming/recording.
Copyright	Only royalty-free music / SFX will be used for the production of my short film.

Criteria-Tailored Slides

Here, I have shown my understanding of the grading criteria by adding specialist slides which reflect my grading criteria: for my short film, I had to appeal to people between 6- and 19-year-olds. As said in the PowerPoint, I made this possible by preventing gore and violence and focusing on realism and fantasy to add creativity into my short film.

Secondly, I have added a slide on what the “Morals” of my short film. This relates largely to my target audience as my grading criteria requires the short film to have “morals which are appropriate for children”. To do this, I have added the following morals: look out for other people, use your talents for good, and is friendship or education more important?

Lastly, I have added a “Legal and Ethical” slide to demonstrate how I combat with legal and ethical issues. This is to show my flexibility in storytelling, and the production of my stories and was inspired by the fact that other peers also had a section of legal and ethical issues in the presentation pitches.

Developing my “Legal and Ethical” slide

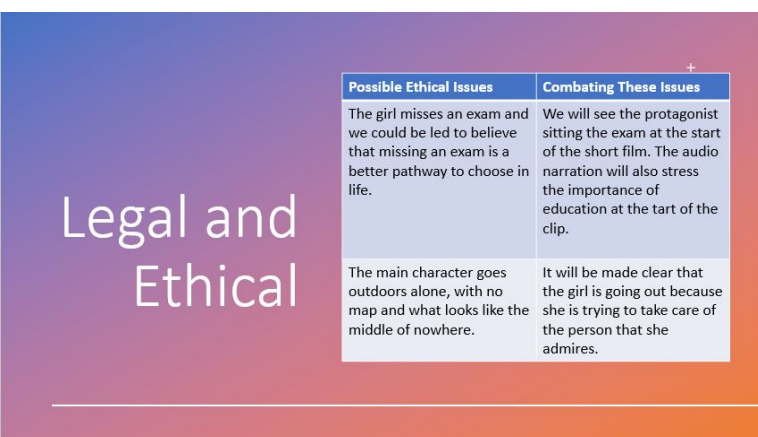
Here, we can see two outdated slides which contain relevant information on the mise-en-scene and Legal and Ethical Considerations of my short film production. Below are examples of how I changed my slide.



Outdated “Mise-en-Scene” Slide

Updated “Mise-en-Scene” Slide

“**Mise en Scene**” – Here, I have made the storyboard bigger. This is based on feedback given by my personal tutor, who felt that my storyboard was hard to see. So, I went into the original presentation, copied it into the filing system where my A1 Portfolio is stored and copied it to a folder entitled “Improved Work”. Next, I edited the TV Advert in “Improved so that I could keep the original and show the development of my presentation.



Outdated “Legal and Ethical” Slide

Updated “Legal and Ethical” Slide

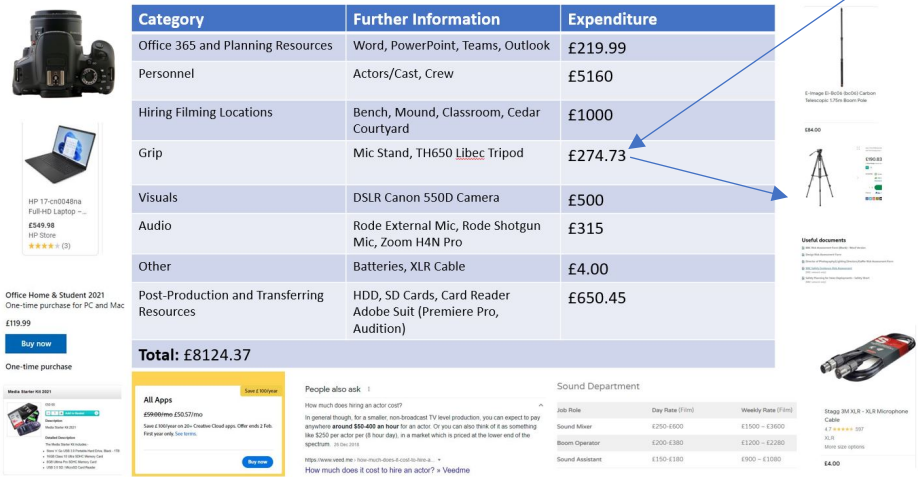
“**Legal and Ethical**” – In this slide, I entirely redid the “Legal and Ethical” table by getting rid of the issues addressed in this table and replacing it with legal and ethical issues which are related my production values. This makes my “Legal and Ethical” issues more accurate and helpful for how I produce my music video.

Budgeting, Resources, and a brief Production Schedule

I have placed this slide last in the hope that I have been able to convince my client to support my short film. By this point, my client will be inspired to support me in my production. This is where these slides come in because it tells my client what I need to produce my music video production.

To prevent overwhelming my client with fact and figures, I have used colour to make each slide look appealing. I have also presented this in tables to make the needs and requirements easy to understand, logical, and concise.

Resources



Category	Further Information	Expenditure
Office 365 and Planning Resources	Word, PowerPoint, Teams, Outlook	£219.99
Personnel	Actors/Cast, Crew	£5160
Hiring Filming Locations	Bench, Mound, Classroom, Cedar Courtyard	£1000
Grip	Mic Stand, TH650 Libec Tripod	£274.73
Visuals	DSLR Canon 550D Camera	£500
Audio	Rode External Mic, Rode Shotgun Mic, Zoom H4N Pro	£315
Other	Batteries, XLR Cable	£4.00
Post-Production and Transferring Resources	HDD, SD Cards, Card Reader, Adobe Suit (Premiere Pro, Audition)	£650.45
Total:		£8124.37

Equipment List:

- Office Home & Student 2021: One-time purchase for PC and Mac £119.99
- HP 17-cs0489na Full HD Laptop: £449.98
- Office Home & Student 2021: One-time purchase
- Sound Department: Job Role, Day Rate (7 hrs), Weekly Rate (7 hrs)
- Sound Mixer: £200 - £500, £1500 - £1600
- Sound Operator: £200 - £380, £1200 - £2280
- Sound Assistant: £150 - £380, £900 - £1080
- Engage 3M XLR - XLR Microphone Cable: £4.00

In my "Resources" slide, I have used accurate figures by looking online in Google Chrome's "Shopping" section. This is to make my figures accurate and realistic to make them feel more credible. This is reinforced by the photographs which show the sources of my figures and statics which are cost related. This makes the support needed more credible and believable.

Outdated Production Schedule

Updated Production Schedule

Production Schedule

Activity	Dates	Description of Activity
Pre-Production	01/01/2022 – 28/01/2022	Considered and careful planning of my short film by using time given to produce quality over quantity.
Responding from Feedback to Create Final Draft of Script and Pre-Production	31/01/2022	Pitching with my presentation and asking review panel question on what they do like, do not like and would improve towards my idea.
Filming / Recording	02/02/2022: 14:00 – 17:00 (if possible)	Will be shooting as much of my short film as possible on Wednesday afternoon due to most areas being quieter then. Will be using a Double Recording System to save time on gaining professional audio.
Post-Production	03/04/2022 04/02/2022 Over work experience (if possible)	Editing all my footage together will be my main primary so that I can complete it before work experience.



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Pre-Production	01/01/2022 – 28/01/2022	Considered and careful planning of my short film by using time given to produce quality over quantity.
Responding from Feedback to Create Final Draft of Script and Pre-Production	31/01/2022	Pitching with my presentation and asking review panel question on what they do like, do not like and would improve towards my idea.
Filming / Recording	03/02/2022: 09:00 – 17:00	Will be shooting as much of my short film as possible on Wednesday afternoon due to most areas being quieter then. Will be using a Double Recording System to save time on gaining professional audio.
Post-Production	03/04/2022 04/02/2022 Over work experience (if possible)	Editing all my footage together will be my main primary so that I can complete it before work experience.

Production Schedule

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Pre-Production	01/01/2022 – 28/01/2022	Considered and careful planning of my short film by using time given to produce quality over quantity.
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Filming / Recording	03/02/2022: 09:00 – 17:00	Will be shooting as much of my short film as possible on Wednesday afternoon due to most areas being quieter then. Will be using a Double Recording System to save time on gaining professional audio.
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Post-Production	03/04/2022 04/02/2022 Over work experience (if possible)	Editing all my footage together will be my main primary so that I can complete it before work experience.

Updating my "Production Schedule" slide:

In the two screen captures above, you can see that I have edited the dates for my "Filming / Recording". This is because my actors became unavailable on the 2nd of February 2022, so filming had to be postponed until the 3rd of February 2022.

Dreams and Dilemmas

Prepared by:

MW Productions

19/01/2021

For:

Level 3 Media, Josh Sparkes

A girl misses an exam when saving the boy whom, she admires.

Detailed description of idea:

For my idea, I am basing my short film on a girl (called Ella) who misses an exam to save the boy (called Samuel) whom she admires. I have used this storyline to raise the dilemma of whether education or friendship is more important. I want to do this to challenge my target audience – making them consider what lifestyle they would live and how one decision could shape a whole destiny or outcome.

To save Samuel, Ella will be using magical powers as primary research demonstrates that most of my target audience wants “magic / fantasy” in my short film. Furthermore, it will make my idea more innovative, creative, unique, and creative; and will also show the evolution of her and Samuel’s friendship. This is because at first, she is distant from Samuel and nervous around those that she does not know due to a fear of rejection.

Contrary to this, my protagonist is confident with those that she does know. This will show contrast to create an illusive and mysterious character who can be surprising and unexpected – this teaches us to never judge a book by its cover which is reinforced by Samuel’s narrative: He is handsome, successful, healthy, well-dressed, and fashionable to start with but becomes the victim that Ella has to save.

I will have a voiceover over the intro to introduce character so that I can make my short film as relatable to my target audience as possible and because young viewers may struggle to immediately create their own interpretation of my product.

My short film narrative will be non-linear (shown through narrative) to show what the narrator is saying in his/her monologue. Again, this convention serves to make my short film more relatable and easy-to-interpret for younger viewers; it will also show Ella’s own perspective and what other characters are discussing so that we can empathise with Ella and support by focusing on her viewpoint.

The denotation of monochrome lighting within the flashbacks will help to separate the past from the present by connoting an ideology of them being in the past. This will also be connoting Ella’s own stereotype and the darkness of the events surrounding her: This is because they involve tragedy (Samuel lying unconscious), nervousness and rejection (Ella asking Samuel to be his friend); and boredom (exams).

Throughout my A1 Media Production, I have often added the brand name “MW Productions” into my pre-production material – as that is what I call myself and my production team when creating a media product. The intention of using “MW Productions” as my brand name is to create a housing and brand identity which is easy to say, and thus more memorable. This could be especially useful for if I do work in creative media in the future.

Target audience:

Age

For my short film of “Dreams and Dilemmas”, I will be targeting young viewers between 6 and 19; to achieve appeal to this age group, I will NOT be showing violence as this will upset my target audience; I will also make any death or unconsciousness look subtle, and like someone going to sleep but unable to move or wake up with the eyes closed. I will have the eyes closed as staring eyes open-wide to scare my target audience due to how creepy this stereotype may be. Thirdly, I will be teaching them a moral so that it can help my viewers to learn a lesson which will benefit them in life and be valuable towards their life; for this, I will use magic as secondary research shows that it captivates children into learning new skills, and it is highly creative and imaginative (which will appeal to my target audience).

Gender

My main protagonist is a female actor alongside her best friend. This will ensure a feminine appeal to my short film because using female cast will allow it to relate to this gender; furthermore, it shows the female protagonist wanting to be friends with someone by structuring it like a Mild ROMANCE media production which is often popular with female stereotypes due to its connoting a romantic, emotive, poignant, moving mode of address.

Hobbies and Interests

The main hobbies/interest for my target audience will be magic. This is because the short film’s “Dreams and Dilemmas” storyline uses the ideology of Ella having secret magical powers – which she uses to save Samuel (the boy whom she admires). This would entice people to learn magic, or to use magic for good. Similarly, one of my morals for my short film is that people should use any of their gifts or talents for good.

Psychologists may be intrigued by my short film due to my protagonist (Ella) being stereotyped as a confident leader who is nervous around those who she does not know as well due to a fear of rejection. My short film could thus be idealised as a case study of why you might feel nervous on making friends and what it means to be a friend, and how we can misjudge people due to contrasting personalities present within my short film of “Dreams and Dilemmas”.

Lifestyle

“Dreams and Dilemmas” will relate to young viewers in full-time education because it is based in an educational institute (college).

Description of My Idea & Target Audience:

Unlike my presentation, I kept my Target Audience and idea as detailed, and specific as possible – using all my details to tell the client my idea, how I would this idea and why it will appeal to its chosen target audience.

You can also see that I have separated demographics such as “Age”, “Gender”, “Hobbies and Interests and so on to ensure that I do not get my audience demographics confused. This ensures that I can show an awareness of who will watch “Dream and Dilemma”, helping me cater my storyline to their liking

Each subheading for my “Target audience” is based on my storylines themes, characters, character motivations, cast genders and storyline. Meanwhile, my audience “Age” is inspired by my grading criteria target audience of 16 to 19

It also relates to those who wish to be in a meaningful friendship or relationship. This is because Ella's primary objective is to ask Samuel out to be her friend – as stereotyped through the best friend asking Ella about Samuel, and the flashback where Della tries but struggles to ask out Samuel due to nervousness caused by a fear of rejection. This will make my short film more evocative, emotive, poignant, and meaningful for my target audience.

Psychometrics

This will appeal to aspirers because it could engage those who aspire to a meaningful relationship, or success in their educational studies. This is because my films show the successful peer Samuel who is well dressed – this may also attract fashion lovers who aspire to good, trendy, innovative or popular clothing within the 6- to 19-year-old consumer market.

This also appeals to strugglers due to the short film "Dreams and Dilemmas" hardships – this is stereotyped through Ella struggling to ask Samuel out to be his friend; and seeing Samuel lie unconscious on the ground. This will connect a genre of tragedy, as well as themes of hardship, suspense, and uncertainty to create a climax within my short film of "Dreams and Dilemmas"

Reformers may relate to the short film "Dreams and Dilemmas" because it promotes the ideology that not you cannot be judge a book by its cover and that we all have personal issues of our own. This is realism because it relates to everyday struggles; it allows the short film to be more meaningful, impactful, relatable and to feel more every day because Ella is going through similar moments (exams, nervousness, fear of rejection etc.)

Resources: For the visuals, I will be using a Canon DSLR 550D Camera as it is a high-quality camera which can record crisp, sharp shots. Furthermore, I have had lots of experience with this camera and feel that using this would enable me to get the best quality footage – because I would have better control over its lighting, and focus.

On top of the camera, I will attach a Rode External Microphone so that I can gain a professional quality of audio footage which syncs with the visuals automatically – this will help to improve my audio levels as before, my audio has been distorted. Furthermore, these mics are small and easy to carry and use.

For grip, I will be using a TH650 Libec Tripod so that I can achieve good balance and higher quality shots. Furthermore, the tripod is easy to carry, and I have had lots of experience with this model; another use of grip equipment will be an audio stand. This is because I plan to use two recording systems (a Double Recording System) so that I can achieve backup audio to a quality that is clean, crisp, and professional in its outcome. The mic used for this will be a Rode Rifle Mic – this works through pointing towards the source so that the audio can be input into a Digital Audio Recorder.

Using a Rode NTG2 Rifle Mic is less invasive because using a Pello (which is an alternative) would become in frame – as the actor would be wearing it around their face. This would ruin my short due to getting in the way and is more likely to cause a distorted sound as the mic is closer to the actor. Furthermore, Rifle Mics tend to be more reliable than Pello.

For this recording system, I will connect the Rifle Rode Mic to a Digital Audio Recorder through an XLR Cable as they have specific ways of plug in which would be unachievable with a standard cable. The Digital Audio Recorder that I aim to use is a Zoom H4N Pro as it will let me record the audio onto my own SD Card, preventing me from wasting time by sifting through other people's audio.

In the "Resources" page, I have provided a detailed description of the equipment that I plan to use for filming so that I can show that I am trying to improve with my audio levels. To do this, I have created an audio recording system which is separate from my visual-filming system. To do this, I have used a NTG2 on a mic stand wired to a Zoom H4N Pro through an XLR Cable – this allows me to produce a clean, crisp, professional, and high quality of audio which is easily accessible as by recording it on a Zoom H4N Pro, I am able to easily access the audio from my SD Card.

Project schedule: I plan to have all pre-production completed by 31st January 2021: First, I began with bullet-point ideas, mind maps, mood boards and a script. This was to generate ideas and consider which moral I would want to teach my film. I then did some research to support my idea/s and to improve anything them by considering what my audience did not like (based on primary research results), why they did not like it, and how to improve my short story plotline.

My final and fully developed short film idea will have been presented on 31st January 2022 with ALL pre-production completed by this point. This is so that I know what I need for producing my short film

Personnel requirements: The main crew I need are actors (from performing arts) for filming in my short film. I want to use people from Performing Arts as they are trained in acting and specialise in the topic – this means that they will give me a more convincing short film. It will also add professionalism, high-quality, and creativity to my short film and will give the students a chance to practise; and perform their performance skills. This will be a great opportunity for them which could stand out on their CV's (Curriculum Vitae's).

Budget: In total, my short film will cost £8124.37 – the most expensive resource being my actors (£3000), my visual operator (£1080) and my assistant audio operator (£1080); the cheapest cost for my "Dream and Dilemmas" media production is my Media Starter Kit (costing a total of £50). Other expensive resources include the filming locations (costing up to £1000) and a laptop to use for pre-production, production, and post-production (costing £5449.98 in total).

Short Film: Presentation Feedback

Name: Matthew	Overall Comments: descriptive
	Main Strength: Described the idea and plan for the contents of the film
	Area for Improvement: Quite long and repetitive

Keeping my Pitch Brief

A few of my classmates reported that my pitch was too long with someone deeming it as being “repetitive”. This is because I often repeated the same point, making my argument less robust and taking away the interest from my presentation.

Next time, I will try and practise my presentations with a peer, my tutor or key worker before I pitch in class. This is to practise trying to keep my presentations as brief as possible and to ensure that I am straight-to-the-point and consider when pitching my ideas. This will also avoid any confusion with my any details about my production ideas.

Feedback & Review of Short Film Ideas	
<ul style="list-style-type: none">- Please provide constructive feedback for your peers- Avoid overly negative or unhelpful comments- Make suggestions and be encouraging	
Your Name: Louie Gardner	
Name: Matthew Williams	Overall Comments: Good detail and layout
	Main Strength: Loads of detail in each scene.
	Area for Improvement: Next time do a practise run through to see if everything works properly.

Doing Test-Runs and Issues with my Images

Unfortunately, the images on my PowerPoint stopped working on the day of pitching as they did not show on the interactive board whereas they did on the computer/laptop that I was using in class. This is probably because my External Disk Drive was moved, causing the file to struggle with locating my presentation pictures. This results in losing important detail and interest towards my presentation and resulted in feedback such as “Lack of preparation”.

Next time, I will do more “test runs” (as suggested by a peer from Level 3 Media) to ensure that all my images work before pitching my ideas. This also means that I will be able to assess any technical and sort them before pitching my idea. By doing this, I can ensure that all my presentation content can be reviewed and assessed for feedback so that I can make my pitching and my idea/s more effective.

Adjusting my Treatment

In my pitch, media lecturer Golden Siaploya suggested rethinking which genres I chose to associate with my short film. This is because he felt that showing “Fantasy” (quoted from my original treatment template) would be hard to show for the production carrying out, and that drama better suited my production because it showed a girl about to sit an exam and the evolution of friendship between multiple characters. This is also due to the realism which I chose to incorporate into my short film.

Furthermore, branding my production of “Dreams and Dilemmas” as magic caused confusion because “Magic” is not a genre. This made my “Dreams and Dilemmas” Treatment inaccurate

- **Correcting my genres** – To re-adjust my genres, I went into my Treatment for “Dreams and Dilemmas and replaced “Magic / Fantasy” with “Drama to ensure that my Treatment was accurate, professional, reliable and as well-suited and coherent to my storyline for “Dreams and Dilemmas as possible.
- **Further steps** – I also did more research into how I would show magic as Golden was worried about how I might be able to show this feature in my short film. As a result of this, I chose to use the Masking Tool and purchased an old, historic wand to create authenticity in my short film of “Dreams and Dilemmas”.

Genre	Say what type of programme it will be – will it be naturalistic, melodramatic or comic?
Magic / Fantasy	
The main genre of my short film will be magic; this will be shown through flashbacks, magical spells and the person whom Ella admires being resurrected by Ella herself.	
I want to use this storyline so that I can show creativity and imagination, and because primary research states that it is what most people expect from a short film.	

Genre	Say what type of programme it will be – will it be naturalistic, melodramatic or comic?
Drama	
The main genre for my short film is drama: This is because it stereotypes Ella as a contrast of human emotions by showing her being confident with some people and nervous around others. Furthermore, it shows her hardship and struggles to become friends with Samuel.	
Using these everyday situations shows realism (relating to real life events) makes my short film more relatable to a wider target audience and thus more likely to appeal to people between 6 and 19 years of age. Furthermore, this generation is more likely to go through emotional difficulties due to having less experience to deal with them.	
Mild Romance	
To show Mild Romance, I will be showing Ella's admiration towards a dashing, handsome, fashionable, and successful peer Samuel; and how she wants to be his friend but struggles to ask him to out/be honest with him. I feel that using this storyline will help to make my short film relatable through using	

Improving my Script

In the rough draft of my script, I added the dialogue of “But how did I get here?” to show Samuel’s confusion towards how he died. This was suggested by Level 3 Media peer Marton Andras, who felt that this would make the story more realistic.

UI expanded on this idea by adding a shot where Ella is about to tell Samuel how he died, but the clip cuts just she is about to do this. This is to show mystery and suspense.

Samuel sudd suddenly loos confused.

SAMUEL

But... how did I end up like this?

CLOSE-UP

Ella looks like she is about to say something important: She open her mouth to look as though she is about to speak, until...

JUMP CUT INTO:

Immediately goes to a black background to create mystery. Either a “Thud!” or “Bang!” will be used to create a dramatic effect.

Short Film: Pre-Production

Was my Pre-Productive effective?

I feel that my Pre-Production for “Dreams and Dilemmas” was highly effective because pre-production was carefully planned, detailed and specific with “considered cinematography” throughout my storyboards and shot list. This detail helped to form my storyline of “Dreams and Dilemmas” and clearly shows the story of a girl who has a crush on someone but struggles to ask them out, having them with her magical powers.

How could I improve my pre-production?

More Photographs for my Location Recces – For my next media production, I will ensure that I take at least five photos per filming location so that I have enough photographs for all my Recces. This is because when filling out a reccé table on my location details (such as permissions, weather, points of access, sustainability etc), I struggled to find enough photos of each location. This is because I had originally done my Location Recces as Reccé Templates at the start of the year but have moved onto more complex Recces since so that I can ensure that I progress well with my coursework and continue developing within my media studies.

Reviewing the Table of Hazards on my brand-made Risk Assessments – I plan to have a look at my own brand-made Risk Assessment for MW Productions and ensure that all the Hazards are written into my Hazard-List on Page 2 of my Risk Assessment. This is because on some of my Risk Assessments, I have had to re-add Hazards Into my Hazard List.

Production Schedule



DATE	EVENT/ ACTIVITY	LOCATION	PARTICIPANTS	MATERIALS TO BRING/ THINGS TO PREPARE
04/01/2022 05/01/2022 06/01/2022 08/01/2022 01/02/2022	Secondary Research (researching example of short films, alongside fantasy films and TV based on my initial ideas)	Farnborough College of Technology, Hants, UK, GU14 6SB	Myself	Microsoft Word YouTube Laptop / PC
04/01/2022 08/01/2022	Idea Generation (Bullet-Point Word Document, Mind Maps, Mood Boards)	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Pen / Paper Notebook Blank Word Document (bullet-pointing ideas).
25/11/2022 03/01/2022 04/01/2022	Script for “Magical Fantasies” (about a girl who saves the boy she admires through her magical powers)	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Blank Word Document External Disk Drive Laptop
13/01/2022	Hard Copy Storyboards: “Magical Fantasies”	Farnborough College of Technology, Hants, UK, GU14 6SB	Myself	FCOT Storyboards (printed) Black Ball-Point Pen
13/01/2022	Shot List: “Magical Fantasies”	Farnborough College of Technology, Farnborough, Hampshire, UK, GU14 7EL	Myself	FCOT Shot List Template External Disk Drive Laptop
14/01/2022	Treatment: “Magical Fantasies”	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	FCOT Treatment Template Secondary Research Mood Board and Mind Map

After coming up with my initial ideas to create “Magical Fantasies”, I began planning this idea to see where it led as I felt that it would be using for creating morals with. This is because “Magical Fantasies” includes the protagonist saving people, which would teach my target audience to look out for other people.

My ideas for “Dilemma” interested me as it questions whether friendship or education is more important. Hence, I decided to write-up a script of this idea to see where it led.

In conclusion, the disadvantage of this is that it made me struggle with which idea to choose. Do, I did some Primary Research after coming up with my ideas. I chose to do my Primary Research after coming up with my two ideas because I gave me more questions to ask to help me decide which idea

08/01/2022	Script for “Dilemma”: This idea questions whether friendship or education is more important.	8 Wilton Court, Farnborough, Hampshire, GU14 7EL	Myself	Office 365 Microsoft Word (Blank Document) External Disk Drive Laptop
06/01/2022	Creating my Questionnaire on short films for Primary Research	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Notes from Secondary Research Any initial ideas Microsoft Office 365 - Microsoft Forms
Set to 11/01/2022 postponed to 13/01/2021 to edit survey for the best possible feedback.	Releasing my Questionnaire	8 Wilton Court, Farnborough, Hampshire, GU14 7EL Farnborough College of Technology, Hampshire. UK, GU14 6SB	Myself 28 Respondents (anonymous) <i>Respondents' details are confidential for privacy reasons.</i>	Completed Form Microsoft Teams Social Media
17/01/2022 18/01/2022	Editing Paperwork done so far to better match needs and requirements of my target audience (Script, Treatment etc.)	8 Wilton Court, Farnborough, Hampshire, UK, GU14 6SB	Myself	Survey Results Pre-Production Work Done So Far External Disk Drive Laptop
18/01/2022	New Legal and Ethical Considerations for “Dreams and Dilemmas”	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself	FCOT Legal and Ethical Template Pen and Paper (Mind Mapping) External Disk Drive
19/01/2022	Resources List for “Dreams and Dilemmas”	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself	FCOT Resources List Storyboards, Shot List External Disk Drive

From the 11/01/2022 to the 13/11/2022, I release my Primary Research’s Survey. I used this time frame as it gave me plenty time to release to as many people as possible and because by this point, I already had two main ideas which I could use for my A1 Short Film. This also gave me enough time for improving and tweaking my pre-production and short film idea based on the needs and requirements of my target audience.

On the 17/01/2022 and 18/01/2022, I altered all the pre-production as my target audience liked both “Magical Fantasies” and “Dilemma”. The next week was spent improving my pre-production and completing it for my new idea, giving m plenty of time to look back at my coursework and prepare for the production process.

19/01/2022	Resources List for “Dreams and Dilemmas”	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself	FCOT Resources List Storyboards, Shot List External Disk Drive	22/01/2022 23/01/2022	Reece Templates for “Dreams and Dilemmas”	8 Wilton Court, Farnborough, Hampshire, UK, GU14 6SB	Matthew Williams (myself)	Reece Template Microsoft Word External Disk Drive Laptop
19/01/2022	Personnel List for “Dreams and Dilemmas”	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	FCOT Personnel List Template Shot List, Resources List External Disk Drive	25/01/2022	Risk Assessments for “Dreams and Dilemmas”	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams (myself)	Risk Assessment Template Microsoft Word External Disk Drive Laptop
18/01/2021 20/01/2021 21/01/2021	Digitalising My Storyboard for “Dreams and Dilemmas” (using new sketches and some shots from my initial ideas)	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Paper / Hard-Copy Storyboards Scanner FCOT Storyboard Template External Disk Drive Laptop	25/02/2022	Getting my Talent Release Forms signed for “Dreams and Dilemmas”	Farnborough College of Technology, Hampshire, UK, GU14 6SB	25 Feb – Evie Marlow, Kyle Parry	Hard Copy Release Talent Forms Pen
23/01/2022	Updated Shot List using my own Template for “Dreams and Dilemmas”	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	Office 365, Microsoft Word MW Productions Shot List Template External Disk Drive Laptop	25/01/2022 28/01/2022	Scanning in my Talent Release Forms for “Dreams and Dilemmas”	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself	Signed Talent Release Forms Scanner External Disk Drive
17/01/2022 19/01/2022 21/01/2021	Organising Cast and Crew through Discussions with Performing Arts Students and Lecturer Amy Hawkins	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself Actors Crew	Call Sheets, Scripts Microsoft Teams External Disk Drive Laptop	27/01/2022	Testing my shots and filming locations for “Dreams and Dilemmas”	ALL FILMING LOCATIONS, Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself Marton Andras Josie Hanson	TH650 Libec Tripod Canon DSLR 550D Rode External Mic, Rode Rife/Shotgun Mic Mic Stand Zoom H4N Pro XLR Cable SD Cards
20/01/2022	Completing and distributing Booking Forms to media technician Barry Mitchell	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Myself Barry Mitchell	Booking Form Kit Microsoft Teams External Disk Drive	27/01/2022	Transferring test shot onto HDD	Farnborough College of Technology, UK, GU14 6SB	Myself	SD Card Card Reader External Disk Drive Laptop

On 25/01/2022, I did a rehearsal shoot for my short film. I chose this date because being a week before filming, this gave me enough time to search for any issues and solve these issues without rushing any of my pre-production or production. This preventing me from rushing towards solving any technical issues at the last minute, meaning that I could evaluate my short film to make it successful.

Here, I have shown my understanding of the A1 Short Film assignment brief by writing “2 mins (excluding credits)” for the “Duration. This is because the brief asks for a film which should be two minutes exactly without the credits/opening titles.

To check that my short film was two minutes long, I created my video sequence first. This is because by just creating a video sequence, Adobe Premiere Pro can accurately tell me the length of my video sequence which tells me whether my short film meets the 2-minute requirement.

Treatment			
Written By	Matthew Williams	Working Title	Dreams and Dilemmas
		Duration	2 mins (excluding credits)
Synopsis	Write a short outline of your story – briefly mentioning the main characters and what happens to them.		
<p>A girl called Ella has magical powers and admires a successful boy called Samuel, wanting to be his friend but often becoming nervous toward people she does not know.</p> <p>Whilst sitting down before a highly important exam, Ella has a flashback of Samuel in danger, lying on the ground and dead. Will she be able to save Samuel through her magical powers?</p>			
Target Audience	Who are you aiming to appeal to? Consider age, gender, class, socio-economic status, psychometrics, geographic etc.		
<p>6- to 19-year-olds</p> <p>In reaction to the age range of my target audience, I will be aiming for a market of those between the ages of 6 and 19. This is because I will be using my short film to teach a moral that could be used later in life and which will influence how my audience grows up; to create youth appeal for my media production, my protagonist will be about to sit an exam when she has to go to save the boy whom she admires and my short film will be set in an area of education.</p> <p>I will also create appeal for this age range by making this film gentle in how it shows death by making the eyes closed and not wide open to prevent a creepy, sinister, or uneasy mode of address that could traumatise young children.</p> <p>Females</p> <p>The main gender which I am appealing to for my short film are female stereotypes: This is because my protagonist and her best friend will be female cast, making my short film more relatable to this age range and connoting female empowerment. It will also appeal to females because it is emotive, and evocative – this is because it shows how love or admiration can make people care for others. This also helps to connote realism despite the genre of magic and helps to add the genre of mild romance to my short film of “Dreams and Dilemmas” because it structures Ella trying to ask out someone to be her friend like a romance film.</p> <p>Hobbies and Interests</p> <p>The target audience will mainly be interested in magic and secrecy: This is because the protagonist has secret magical powers which she keeps a secret and wishes to use for good. This could raise dilemmas for my target audience- such as whether she should hide her powers, and what my audience would use them for.</p> <p>Other hobbies or interests would include friendship this is because Ella has a side plot of admiring a Samuel and wanting to be friend with him but struggling to find the nerves to do it all the while. This could intrigue people on what it means to be friends, and whether friendship is more important than education; it also challenges people as to how far they would go in their own friendships.</p> <p>Lifestyle / Aspirations</p> <p>Dreams and Dilemmas will appeal to those in full-time education; predominantly those sitting exams. This is because my storyline will show a girl who escapes her exam to save the man that she wants to be friends with; depicting a setting of education ensures that my short film will appeal to those between the ages of 6 and 19.</p>			

In my Treatment for “Dreams and Dilemmas”, I added a section on my “Target Audience” to give an idea of who I was going to target my short film toward. This ensured that my content was based on the needs and requirements of my target audience based on my Primary Research from earlier on in my A1 Short Film Project.

It will also appeal to those who want to be in a meaningful relationship or friendship; or those who struggle to make friends. This is because Ella is confident with those that she knows but nervous towards people that she does not know, due to a fear of rejection.

Psychometrics

- **Aspirers** – The short film “Dreams and Dilemmas” appeals to those who aspire to being well dressed, successful, confident, fashionable, and trendy (like Samuel’s own stereotype) This is because Samuel’s cheater could uplift and influence people to look attractive; furthermore, it could appeal to those who aspire to a meaningful relationship because Ella struggles to create new friends.
- **Strugglers** – Strugglers will be able to relate to my short film because the protagonist (Ella) struggles to ask Samuel out, often getting nervous and even sneezing on him. This will relate to strugglers because it is an example of emotional hardship and infers that the girl has low self-esteem, or a fear of rejection.
- **Reformers** – This relates to Reformers because Ella often has low confidence with those who she does not know. This suggests low self-esteem and reformers are often on the search for better self-esteem or self-improvement, such as Ella, who is stereotyped as admiring someone and trying to ask them out.

Narrative Structure	Say how the story is broken down – How does the story begin, develop and end? Is the story told in chronological order? Are there sub-plots? Explain the KEY SCENES
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Non-Linear Narrative

For my short film, I will be using non-linear narrative: For instance, Ella’s best friend and companion mentions about the protagonist’s admiration for Samuel and the fact that she struggles to find friends. I will then emphasize this with a flashback of Ella trying to ask Samuel out to be her friend but failing and sneezing all over him.

I want to use this denotation of non-linear narrative so that I can explain the context of Ella’s own feelings. This will make the film easier-to-interpret and will also make us empathise with the protagonist more, because we’re seeing the media product’s story and morals through the eyes of Ella.

Furthermore, I often resort to Linear Narrative within my projects – so using non-linear narrative would help to make my final product different, unique, more creative, and imaginative.

Another example of non-linear narrative will be to show shots of Ella in her exam.

Closed Narrative

For the end of the short film of “Dreams and Dilemmas”, I will be using Closed Narrative to show the outcome of Ella saving Samuel clearly and explicitly through her educational powers and missing out on her exam. To do this, I will be shooting a Two Shot of Ella and Samuel chatting and laughing lovely, affectionately, and casually on a wooden bench surrounded by nature – specifically this location because it will help to relate to a mild genre of romance, and it will connote purity, happiness, escapism, and honesty. It will also add realism by relating to real-life and friendship – making my short film relatable for young viewers.

Using this shot will help to connote Closed Narrative by denoting an evolution in Ella and Samuel’s

friendship. This will connote a meaningful, emotive, positive, and uplifting mode of address that connotes an ideology of friendship being more important than education. Of course, this could cause them controversy – however, I plan perhaps include some texts in the credits that prevents the importance of education from being dismissed entirely.

KEY SCENES

The Flashback Scene

For the first scene, I will be match cutting between a scene where Ella interacts with her best friend and flashbacks to explain the context of what they are discussing. This will enable me to make my short film easy to interpret for my target audience, because we will be able to have each discussion point shot for us so that we can literally see the denotations of what each character is discussing.

It will also add creativity, innovation, and imagination to my media production “Dreams and Dilemmas”. It will also add aspects of time travel and will connote an ideology of the short film also being a memoir where the protagonist’s memories or predictions cause flashbacks to symbolize what we are anticipating as a viewer.

Using Magic for Good

In this scene, we see Ella runs off to save Samuel from his permanent deep sleep and unconsciousness. This scene is important because it is where we confront the two moral or using our gifts for good; and whether friendship or education is more important. I intend for this scene to question our target audience regarding how they would react and feel like they are on an adventure. For this, I will show action shots of Ella arriving at the scene and then shots of Ella arriving to Samuel – with all audio climaxing at resurrecting Samuel back to life.

The last part of the scene will see Samuel awaking to realize he’s been saved – leading to the friendship of him and Ella. This section of scene 2 will be slower paced and more emotive and poignant to show love, affection, and friendship. This will make us feel happy for Ella so that “Dreams and Dilemmas” can bring a happy ending to appeal to young viewers.

Genre	Say what type of programme it will be – will it be naturalistic, melodramatic or comic?
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Drama

The main genre for my short film is drama: This is because it stereotypes Ella as a contrast of human emotions by showing her being confident with some people and nervous around others. Furthermore, it shows her hardship and struggles to become friends with Samuel.

Using these everyday situations shows realism (relating to real life events) makes my short film more relatable to a wider target audience and thus more likely to appeal to people between 6 and 19 years of age. Furthermore, this generation is more likely to go through emotional difficulties due to having less experience to deal with them.

Mild Romance

To show Mild Romance, I will be showing Ella’s admiration towards a dashing, handsome, fashionable, and successful peer Samuel; and how she wants to be his friend but struggles to ask him to out/be honest with him. I feel that using this storyline will help to make my short film relatable through using

Outdated Genre Description

Genre	Say what type of programme it will be – will it be naturalistic, melodramatic or comic?
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Magic / Fantasy

The main genre of my short film will be magic; this will be shown through flashbacks, magical spells and the person whom Ella admires being resurrected by Ella herself.

I want to use this storyline so that I can show creativity and imagination, and because primary research states that it is what most people expect from a short film.

On the top of this page are samples of my current Treatment for “Dreams and Dilemmas”. The snippet below is from an outdated Treatment.

Originally, I outlined my idea as being a “Fantasy” one, because the protagonist uses magical powers to save the boy whom she admires. However, a media lecturer called Golden felt that my idea was better suited to Drama than “Magic / Fantasy” as the main magic would only be used in one scene, and because my idea revolved around the protagonist about to sit her exam when she had to suddenly save someone through her magical powers.

Furthermore, “Magic” is not a genre – making my original Treatment muddled and inaccurate.

everyday struggles and thus more poignant and highly emotive in its mode of address.	
Another reason for using MILD romance is to add drama to my short film.	
This means that I can make my short film innovative and creative; I purposely chose to focus more on friendship and/or mild romance because I am aware that my target audience does not like romance as a general genre – this is shown by data from my TV Advertisement Survey. This is due to touching and furthermore, the actors would feel uncomfortable if they had to touch each other as part of a romance short film. Regardless, I will ensure that I get a handshake as this is a common symbol for friendship and love without being too overboard or intimate.	
Setting	Say where and when the story happens – you need to describe the locations in which the action takes place
College Mall For the conversation between Ella and her best friend, I will be using a communal bench – preferably on the college mall or Japanese Garden. This is because both areas are a clear denotation of a college courtyard and give a connotation of education being part of the storyline. This will enable the film to be relatable to people between the ages of 6 and 19.	
Classroom For the exam flashback, I will be using a dark, gloomy classroom. This is because most people between 6 and 19 years old have a strong dislike towards education and doing examinations – hence, using a gloomy classroom would be a clear representation towards the felling provoked when young viewers hear the word “exam”. Furthermore, it will help us to be persuaded that friendship is more important than education – making us support Ella in her quest to save Samuel.	
Remote Outdoors To show Samuel lying unconscious on the ground, I will film him in the remote outdoors above scruffie of leaves, just behind the metallic crate at the back of Farnborough College of Technology. This is so that I can connote Samuel with the ideology of being in the middle of nowhere – creating suspense and making us engaged because we question whether Ella will be able to reach him in time and save him through her magical powers. This suspense creates mystery to cause intrigue; and it makes us worried for the character’s safety.	
Wooden Bench For the last shot of my short film, I will be shooting at the college’s wooden benches to show Samuel and Ella talking laughing together happily. I want to use this scene because it is like a park bench – connoting romance to show the volution of Ella’s friendship with Samue as a consequence of saving him through magic. This will appeal to my target audience because showing two people’s relationship in the outdoors is escapism – this ensures that my audience can dream of happy times and aspire to helping people to achieve a meaningful friendship or relationship.	
Sound / Music	Explain how you will use sound to help tell the story – what sound effects and music will you use to keep the audience interested and bring the story to life?
Dialogue Throughout my short film of “Dreams and Dilemmas”, I will be using dialogue show how each character interacts with each other. Dialogue will help to determine tat Ella is confident with the people that she	

At the top of this page of treatment, I have described how I will show Romance appropriately for my target audience. To appeal to my viewership, I have decided to use “MILD” romance as too much romance would make my viewers feel uncomfortable. Furthermore, Romance proved the most unpopular genre in my Primary Research.

Whilst it may be unpopular, I have kept it in my short film so that I can show Ella wanting to be friends with Samuel.

Another reason for stating this genre as “MILD romance” is to get the best out of my actors: due to being between 16 and 19 (which is the age range which dislikes romance, as based on my Primary Research), they could feel uncomfortable if there if too much romance. This means that by keeping the Romance low, I can get the best out of my actors because they will feel more comfortable.

In my “Character” section of Treatment, I have carefully considered how I will stereotype my characters through their personality, costumes, character motivations, cause, and effect.

This is so that I can effectively show the key themes of my narrative. This is also so that I can stereotype each actor accurately to what I intend my short film to look like.

By describing my character in detail, I was able to make an Effective Treatment. This is because I was able to use all this information to create a Rough Draf and Final Draft of my script, alongside my Storyboards.

Characters	Explain the characters in your story – what will they sound like? How will they be involved in the story?
Ella Ella is the protagonist of the story who is confident around the people that she knows (such as her best friend); yet the opposite around those who she does not know or admire. This is because she can get nervous due to not knowing the m and a fear of rejection. I plan to use these contrasts to create interest for the viewer and so that I can show them through innovative techniques such as flashbacks. Ella can be determined – as shown when she sees Samuel in danger through her magical powers. To make the short film relatable, Ella will wear colloquial, informal clothing because my magic short film will be set in a place of education.	
Emma Emma is feisty, inquisitive, and inquisitorial – which often makes her ask questions before thinking about their consequence or how the receiver may react. This shows us her sheer confidence and she is often straight-to-the-point. This is shown in the fits scene where the Emma brings up Ella’s liking towards Samuel. Cleve and smart, Emma can read people like a book and may wear smart-casual clothing to show her cleverness. Emma’s clothing may be smart-casual to show where cleverness and intellect toward other people.	
Samuel Samuel is a king, caring, patient student who is successful and well dressed – suggesting that he may also be into fashion. I want to stereotype Samuel as an aspirer who works hard because it gives the audience something to live up to and encourages us to make Ella save Samuel. This will add contrast to our short film to create interest.	
Editing	Explain the cutting of scenes together and the use of transitions – what kind of pace will you have, and how you move from one scene to the next
Cut To: For dialogue scenes, I will be splicing from the previous shot to the next by cutting the clips and adding them together. This is so we can see the characters interacting; and so that the reaction/s and transitioning between individual dialogue lines is as authentic, realistic, personal, and intimate as possible – enabling my short film to appeal to my target audience.	
Cross Dissolve There may be occasions where suddenly cutting from camera shot to shot may be aggressive to watch and my cause the footage to not blend well. To prevent this, there will be occasions where I may use Cross Dissolves to tell a story – preferably to show a progression of storyline and location so that the short film is as easy to follow as possible. This will also make my short film as smooth sleek and easy to watch as possible so that it can also be as successful and appealing as possible for my target audience.	
Match Cut, Dip to White Foer going between transitions, I will be flashing from the end of the flashback to when we have exited the flashback through a quick “Dip to White” transition. This is so that I can clearly separate flashbacks from the present time to make the film easier to understand and interpret for young audience who may	

In this last page of my short film Treatment, I decided to expand on how I used video effects to show magic, by learning to use the Masking Tool. I planned to use this technique to show Ella’s ghost re-entering her body, to connote her being bought back to life. This will prevent my short film from becoming too macabre, making it appropriate for a target audience of children.

Below is a snip of the same page of my original treatment. As you can see, there is no mention of the Masking Tool. This is because this version was from before I was given feedback towards my short film idea.

authentic, realistic, personal, and intimate as possible – enabling my short film to appeal to my target audience.
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Match Cut, Dip to White Foer going between transitions, I will be flashing from the end of the flashback to when we have exited the flashback through a quick “Dip to White” transition. This is so that I can clearly separate flashbacks from the present time to make the film easier to understand and interpret for young audience who may not be able to cope with less defined flashback scenes. Furthermore, flashbacks can be used in action and adventure, help to create mystery, and will thus create interest for my target audience. Furthermore, many younger viewers prefer non-linear programmes: evident through films such as The Walking Dead and Orange is The New Black
Monochrome For the flashbacks, I plan to use monochrome whitening which uses a greyscale colour code; in other words, any flashbacks scenes will primarily be black and white with some grey tones. This is because the flashbacks are of negative events – such as exams, embarrassingly failing to ask someone out by sneezing on them, and seeing Samuel on the ground, lying unconscious. This will help to connote Ella’s stress and humiliation so that we can emphasize with her character stereotype – making us support her more as a target audience.
Using greyscale in the flashbacks will also create contrast and interest because it will be showing a different mode of address from the coloured scenes. This will make the audience interested and engaged towards watching my short film. Using monochrome lighting will also create interest by creating mystery – making us fear for each character’s safety and creating a romantic, mysterious mode of address within the denotations of my short film.
Blur VFX To show the Point-of-View shot where Samuel’s eyes open after Ella brings him back to life/consciousness through her magical powers will rely on VFX TO SHOW HOW Samuel is feeling: This includes a blurred visual effect in the source panel of Adobe Premiere Pro. I want to use this because it will connote an ideology of Samuel’s vision being blurred, creating mystery; curiosity and intrigue towards the setting and what is being denoted. This could possible even make us fear for Samuel’s safety because it could be connoting that he still feels ill.
The use of blur will be used to represent Samuel That is feeling tired, drained of energy, weak and disorientated upon waking UP AGAIN. This will create contrast from the always confident, and successful archetype that we have seen from Samuel, thus creating interest for my audience.

Creating own “Legal and Ethical” template

For my A1 Short Film Project, I created my own Legal and Ethical Considerations table which was inspired by Farnborough College of Technology’s template.

My template is different – however – because some of the sections use a light, pale blue to add colour and appeal whilst maintaining professionalism by preventing the blue from being too garish. This makes my coursework creative and unique and shows that I am trying to create my own branding identity of pre-production materials.

I have also edited “Race Discrimination” to “Discrimination”. As discrimination could also include sexism, ageism, or heightism etc, or discrimination against special needs/disabilities etc. Alongside this, I have made the “Legal and Ethical” heading large to make it noticeable and have made Times New Roman to make my table professional and formal.

not be able to cope with less defined flashback scenes. Furthermore, flashbacks can be used in action and adventure, help to create mystery, and will thus create interest for my target audience. Furthermore, many younger viewers prefer non-linear programmes: evident through films such as The Walking Dead and Orange is The New Black

Masking Tool
To show magic, I will use the Making Tool in Adobe Premiere Pro. I will use this to create a Mask of Samuel and add that Mask to its original shot – creating two versions of Samuel. The opacity of this Mask will be lowered to make it look more ghostly. If possible, I would like the ghostly mask to move into the real-life Samuel. I want to these techniques because I want to show Samuel being bought back to life. This will help to emphasize key theme such as Fantasy, resurrection, life, and death.

Monochrome
For the flashbacks, I plan to use monochrome whitening which uses a greyscale colour code; in other words, any flashbacks scenes will primarily be black and white with some grey tones. This is because the flashbacks are of negative events – such as exams, embarrassingly failing to ask someone out by sneezing on them, and seeing Samuel on the ground, lying unconscious. This will help to connote Ella’s stress and humiliation so that we can emphasize with her character stereotype – making us support her more as a target audience.

Using greyscale in the flashbacks will also create contrast and interest because it will be showing a different mode of address from the coloured scenes. This will make the audience interested and engaged towards watching my short film. Using monochrome lighting will also create interest by creating mystery – making us fear for each character’s safety and creating a romantic, mysterious mode of address within the denotations of my short film.

Blur VFX
To show the Point-of-View shot where Samuel’s eyes open after Ella brings him back to life/consciousness through her magical powers will rely on VFX TO SHOW HOW Samuel Is feeling: This includes a blurred visual effect in the source panel of Adobe Premiere Pro. I want to use this because it will connote an ideology of Samuel’s vision being blurred, creating mystery; curiosity and intrigue towards the setting and what is being denoted. This could possible even make us fear for Samuel’s safety because it could be connoting that he still feels ill.

The use of blur will be used to represent Samuel That is feeling tired, drained of energy, weak and disorientated upon waking UP AGAIN. This will create contrast from the always confident, and successful archetype that we have seen from Samuel, thus creating interest for my audience.

**The following document was created by Matthew J. Williams on 02/12/2022.*

Project Title	Dreams and Dilemmas
Type of Project	Short Film
Director	Matthew Williams

Legal and Ethical Considerations	
Privacy	The actor’s identities will only be mentioned in the credits. However, only their names will be shown – further information will be withheld and kept private/confidential.
Defamation / Libel / Slander	<p>My short film suggests that friendship is more important than friendship without statistics – which could be controversial for the teachers across the UK and other nations. To avoid making this into a false/inaccurate ideology, I will keep this moral subtle and ask the questions to challenge the viewer, rather than forcing them to believe that education is not important.</p> <p>I have also used a dialogue line in the exposition to state that the exam is important – balancing the importance between friendship and education to make my short film more credible and ethical.</p>
Discrimination	There will be no discrimination because in my short film, I do not use dialogue that goes against and sex, race, creed, or religion (or any other categories etc.). Furthermore, a cast of both females and males are used to represent both genders as best as possible.
Data Protection	My short film will not be shared with ANYONE unless it is for gaining feedback for improvements; or unless it is to be assessed and marked as official coursework.
Freedom of Information	Information will not be shared with anyone outside of college and will only be shared with peers for feedback and the relevant assessors.
Codes of Practise	All filming will go ahead through everyone’s consent and documents will be prepared for consent to filming, risk assessments/recces and planning (shot list, storyboard, script). All planning will be thorough, detailed and considered before filming.
Copyright	Credits will be used at the end of the film so acknowledge contributions from all personnel so that I do not claim all the credits and can implement equality in my appreciation towards helps received for my short film. This will make my short film fairer and more just.
Any Further Comments	No further comments.

My original Script for the A1 Short Film Project (Rough Draft)

PRODUCTION TITLE (“Magical Fantasies”):

In this Rough Draft of my script, my idea was originally called “Magical Fantasies” as it did not originally involve the themes of education, and the dilemma of whether friendship or education is more important later on. This is also because it originally involved a girl’s admiration for a boy called Samuel.

Other Differences between “Magical Fantasies”, and “Dreams and Dilemmas”:

This script is shorter because it only revolves around the girl’s magical powers and her crush on Samuel.

I improved my Final Draft because the ideology of the protagonist aborting an exam to save her crush questions whether education or friendship is more important. Furthermore, I am more specific about what shot I want for each Parenthetical – making my Final Draft more evident with Technical Skill and making it more of a Shooting Script so that I can better inform my “Dreams and Dilemmas” storyboards.

“Magical Fantasies”

A short film by Matthew Williams

MW Productions

20221381@farn-ct.ac.uk

07538 567954

09/01/2021

INTO: DARK SPACE

Ella’s face slightly lights up, then we:

fade to:

Panning shot of her entering work, then a shot of her on a laptop.

VOICEOVER

There was once a girl with magical powers – a girl called (Ella). She worked at a research centre of technology but had a crush on Samuel. She could never find the nerve to ask him out until...

INT. PARK BENCH

Both Ella (protagonist and her best friend are sitting on the bench during daytime, discussing about what they would want if they could have any wish. Their conversation is lively.

BEST FRIEND

If you had one wish, what would it be?

Ella thinks carefully about her wish for a few moments (Over the Shoulder Shot).

PROGTANONIST

I suppose I would want to... help people. And magic... I would want to have magic!

BEST FRIEND

Or would you rather be with Samuel?

THE PROTAGONIST LOOKS CONFUSED and pretends to be shocked

ELLA

I beg your pardon!?

Best friend laughs:

BEST FRIEND

I know you have a crush on him, what’s stopping you from asking him out?

PROTAGONIST

I did try! I just lost my nerve!

Flashbacks to:

I kept this section of dialogue in my Final Cut of “Dreams and Dilemmas” because it helps to introduce us to character and character motivations, making the short film relatable for a target audience between the ages of 6 and 19. It also makes the short film easy-to-follow and interpret.

Another reason for keeping this section of dialogue towards Ella’s crush on “Samuel” is because it shows drama and romance – both of which can be shown through realism and every-day life. The mention of “Samuel” also creates and mystery because we are intrigued to know who this character is – making us want to watch more of my short film.

SCENE 2

INT. WORKING ENVIRONMENT, DAYTIME.

Ella is facing Samuel, trying to find the words to tell him that she wants to be his friend.

PROTAGONIST

Samuel, there's something I wanted to ask you... I, well I

SFX: Heartbeat

PRONTONIST (VO)

You can do it You can do it!

The protagonist suddenly sneezes all over Samuel (who shudders back), who shudders back. Quick dip-to-white back the bench. A hum comes on and Ella's head darts around in confusion.

PROTAGONIST

What's that strange noise?

BEST FIRED

What strange noise?

The protagonist gets up to search for the source of the noise, going behind some trees.

BEST FRIEND

Ella?

A CU shows Ella picking up the object and then a POV Shot to show reading an old, brown piece of paper.

Ella (VO)

"Close your eyes and you finally be able to achieve magical powers but be wise, and only use them for good.

Transitions into:

Ella's eyes close quickly, and we intercut to an ariel/high angle of Samuel on the ground unconscious and in distress.

Cut to:

Returns to a CU of Ella's face, she is surprised and shocked and stumbles back upon opening her eyes.

PROTAGONIST

I've got to go!

The protagonist runs to Samuel's assistance so that she can save him through magic. We then go to an Overhead Shot where protagonist places hand above chest and says "awake!" repeatedly. shot gets brighter to show the girl bringing him back to life.

dip to white ends with POV shot from dip to black.

MALE

Wh... wh-where am I?

PROTAGONIST

I saved you!

MALE

You did. Thanks so much for saving me!

The two people shake hands (ECU).

originally, I had planned for the protagonists to hear a strange noise – leading to her discovering an object which gives her magical powers. I originally planned to do this so that I could combine Fantasy and Science-Fiction, making my short film experimental, inventive, innovative, and creative for a young target audience whilst remaining appropriate for children.

Ultimately, I opted for the protagonist (who I called Ella) to have a vision of Samuel's death instead in my Final Draft of my "Dreams and Dilemmas" script. This is so that I could keep the original idea of Ella saving her crush, whilst missing an exam to raise the dilemma of whether friendship or education is more important simultaneously.

In this section, you can see the early drafts of the scenes where Ella saves Samuel through her magical powers. This Rough-Draft version from my initial idea of "Magical Fantasies" is much briefer than the Final Draft of "Dreams and Dilemmas" – where I expanded on Ella saving Samuel so that I could get an idea of what each shot would look like through creating a Shooting Script.

This early draft of Ella saving Samuel is different in that the magical "object" is not yet specified, and that Ella repeats the word "Awake!" to bring Samuel back to life. I eventually replaced the repetition of "Awake" with "Resurrect!" as it is less annoying and is more straightforward for my target audience.

I also specified my object as being a wand in the Final Draft of my "Dreams and Dilemmas" Final Draft as my target audience commonly associated it with magic in my Primary Research.

13. What would you use as a magical object? Please explain why.

More Details

Insights

30

Responses

Latest Responses

"a wand because its more direct "

"an arrow cause you could have different outcomes from each one. fo...

"Maybe a wand or a kind of antique or ancient looking relic. When I t...

On the front page of this script, I have written "Final Draft" to show that this my script's final draft. This is the final draft of my script because I have done thorough Secondary and Primary Research and have listened to the feedback given when giving a presentation of my idea to my client. This feedback has been implemented carefully into my script so that is updated

"Dreams and Dilemmas"

Final Draft
--- By ---
Matthew Williams

I have kept "Page 2" and "Page 3" of my script the same. This is because it successfully introduces character, setting and lifestyle and fits with the story that I want to convey. Furthermore, the scene where Ella tries to ask Samuel out but sneezes on him adds humour whilst making us empathise with her nervousness.

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09/01/2021

SCENE 1

EXT: OUTSIDE CAMPUS

PANNING SHOT

NARRATOR (VO)

There was once a girl who had magical powers - a girl called (Ella)!

INT. CLASSROOM

HEAD AND SHOULDERS SHOT, THEN ECU.

Ella is sitting her exam in a dark, gloomy classroom.

NARRATOR (CON'D)

She was in college, revising for an exam which could shape her destiny!

INT. COLLEGE CORRIDOR

MED-LONG SHOT

Samuel slowly walks towards us, handsome and well-dressed with guitar music playing in the background

NARRATOR (CON'D)

However, she also wanted to be friends with Samuel. But didn't quite know how to tell him, until...

INT. CEDAR COURTYARD BENCH

Both Ella (protagonist) and her best friend are sitting on a wooden bench during daytime, discussing about what they would want if they could have any wish. Their conversation is lively.

BEST FRIEND

If you had one wish, what would it be?

Ella thinks carefully about her wish.

CLOSE UP

ELLA

I suppose I would want to... help people. And magic... I would want to have magic!

OVER THE SHOULDER

BEST FRIEND

Or would you rather be with Samuel?

CLOSE-UP

Ella pretends to be confused and shocked.

ELLA

I beg your pardon!?

MEDIUM CLOSE-UP

Best friend laughs mockingly:

BEST FRIEND

We all know that you have a crush on him! What's stopping you from asking him out?

FLASHES INTO:

INT. CEDAR COURTYARD, DAYTIME:

Ella is facing Samuel, trying to find the words to tell him that she wants to be the love of her life.

OVER THE SHOULDER (FOR EACH PERSON)

Ella

Samuel, there's something I wanted to ask you... I, well I...

SFX: Heartbeat

CLOSE UP

ELLA (VO)

You can do it You can do it!

TWO-SHOT

The protagonist suddenly sneezes all over Samuel.

OVER THE SHOULDER

Samuel shudders back in fright to avoid the sneeze, hand over head.

FLASHES BACK TO:

CLOSE UP

ELLA

I did try! I just lost my nerve!

HEAD AND SHOULDERS

BEST FIRED

Ooh, one more question! What's more important: Friendship or education?

OVER THE SHOULDER

ELLA

I suppose education - I suppose you can always retake exams though!
You can never retake your friendships.

ECU

Ella looks at her watch, remembering her exam.

HEAD AND SHOULDERS

ELLA

Oh, look at the time! Let's go to our exam!

TWO-SHOT

Ella and her best friend get up. Ella freezes suddenly.

OVERHEAD SHOT / HIGH ANGLE

We see Samuel lying on the ground unconscious.

EXTREME CLOSE UP

Ella's eyes race open frantically with panic.

BEST FRIEND

Ella?

OVER THE SHOULDER

Ella

I've got to go!

INT. COLLEGE CORRIDOR

EXTREME LONG SHOT, LONG SHOT

Ella runs off to save Samuel:

CURS TO:

SCENE 2

EXT. MIDDLE OF NOWHERE

OVERHEAD SHOT

Ella is kneeling beside Samuel, who is lying on the ground unconscious.

CLOSE-UP

ELLA

At last! I can use my magical powers!

EXTREME CLOSE UP

Ella gets out her magical object: an old wooden stick which looks like a wand from Harry Potter.

LOW ANGLE

Ella waves the wand towards us.

ELLA

Ressurrecti!

FLASHES TO:

BLURRED POV SHOT

Sitter's viewpoint.

MALE

Uh... oh-where am I?

OVER THE SHOULDER SHOT

The sitter gets up slowly, lethargically, and tiredly - dazed by what has happened to him and generally confused.

TWO-SHOT

ELLA

I saved you!

In this page, I have introduced the Dilemma of whether friendship or education is more important: to show this, I denote that Ella and her friend are about to sit an exam. However, she has a vision of Samuel's death and dashes away to save him through her magical powers.

I wanted to ensure that my short film had the dilemma of friendship against education so that I could challenge myself and my target audience. I was also interested in where this dilemma would leave me and because it makes my short film challenging the audience, it also makes it more persuasive and memorable for the viewer.

My magical spell ("Ressurrecti") was inspired by the famous spell of "Expeliamus!" from Harry Potter. To incorporate the same effect of "Expeliamus!", I made my own magical spell one word to make it more memorable and iconic. Unlike Harry Potter though, I also made it self-explanatory because the spell "Ressurrecti" has create connotations of resurrection, life, and

OVER THE SHOULDER

Samuel is highly grateful and overjoyed. He says the line in exaggeration.

SAMUEL

You did?

OVER THE SHOULDERS

Ella nods convincingly towards Samuel to persuade him that she did. Her nod is quick, frantic, and erratic.

SAMUEL

Thanks so much for saving me!

EXTREME CLOSE UP

The two people shake hands.

CLOSE UP

Samuel sudd suddenly loos confused.

SAMUEL

But... how did I end up like this?

CLOSE-UP

Ell looks like she is about to say something important: She open her mouth to look as though she is about to speak, until...

JUMP CUT INTO:

Immediately goes to a black background to create mystery. Either a "Thud!" or "Bang!" will be used to create a dramatic effect.

TWO-SHOT

Samuel and Ella sit on the bench, chatting and laughing - generally happy toward being with each other. This shows us how close Ella and Samuel have become and how much their friendship has evolved.

NARRATOR (VO)

And so, their lives became filled with happiness and the blossoming prospects of a meaningful relationship

Of course, education is important - but so is friendship and saving lives. So, consider this question! Which do YOU think is more important: Friendship or education?


FADES INTO:


---CREDITS---


I added this section of script based on feedback given by a peer from Level 3 Media called Marton – who felt that adding these lines would add more realism to the story.


In the Final Draft of my “Dreams and Dilemmas” script, I added my “CREDITS” so that I could better show my appreciation and gratefulness for those who took part in my short film. This also enabled me to experiment with creating text and credits in Adobe Premiere Pro.


Programme Title	Dreams and Dilemmas	Director	Matthew Williams
Production Company	MW Productions	Date	17/01/2022


 <p>Opening Title</p>			
Dur:	3 secs	Shot Description	Titles
Audio:	Silence Cheeky, lively music fades in		


			
Dur:	1 sec	Shot Description	
Audio:	Narrator (VO) SFX: Doors slide open, Footsteps Cheeky, lively music		


			
Dur:	2 sec	Shot Description	Panning Shot
Audio:	Narrator (VO) SFX: Doors slide open, Footsteps, Bird noises (nature) Lily, cheeky music fades away		

			
Dur:	1 sec	Shot Description	Head and Shoulders Shot
Audio:	Narrator (VO) Eerie music		

			
Dur:	2 sec	Shot Description	Extreme Close-Up
Audio:	SFX: Clock, Pen Scribbling on Paper Eerie music		

			
Dur:	3 sec	Shot Description	Mid-Long Shot (SLOW)
Audio:	Sneak, Funk Guitar Music		


			
Dur:	2 sec	Shot Description	Two Shot
Audio:	Narrator's Voiceover Ends		

			
Dur:		Shot Description	Over the Shoulder Shot
Audio:	Dialogue		

Programme Title	Dreams and Dilemmas	Director	Matthew Williams
Production Company		Date	17/01/2022

 <p>Shot twice for Ella and A Samuel.</p>			
Dur:	1 sec	Shot Description	Extreme Close Up
Audio:	SFX: Panting, Heartbeat		

			
Dur:	1 sec	Shot Description	Two Shot
Audio:	Sneezing SFX		

			
Dur:	1 sec	Shot Description	Over The Shoulder Shot
Audio:	SFX: Sneezing		

			
Dur:	3 sec	Shot Description	Close Up
Audio:	Dialogue		


			
Dur:	5 secs	Shot Description	Over the Shoulder Shot
Audio:	Dialogue		


			
Dur:	3 sec	Shot Description	Over the Shoulder Shot
Audio:	Dialogue		


			
Dur:	3 sec	Shot Description	Two Shot
Audio:	SFX: Walking footsteps, People in Background (chatter)		


			
Dur:	1 sec	Shot Description	High Angle
Audio:	Sinister Music		


Programme Title	Dreams and Dilemmas	Director	Matthew Williams
Production Company		Date	17/01/2022


			
Dur:	1 sec	Shot Description	Close-Up
Audio:	Dialogue		


			
Dur:		Shot Description	Over the Shoulder Shot
Audio:	Dialogue		


			
Dur:	2 secs	Shot Description	Over the Shoulder Shot
Audio:	Dialogue		

			
Dur:	6 secs	Shot Description	Head and Shoulders Shot
Audio:	Dialogue		

			
Dur:	3 secs	Shot Description	Head and Shoulders Shot
Audio:	Dialogue		

			
Dur:	2 secs	Shot Description	Over the Shoulder Shot
Audio:	Dialogue		

			
Dur:	1 sec	Shot Description	Over the Shoulder Shot
Audio:	Dialogue		

			
Dur:	2 secs	Shot Description	Dutch Angle
Audio:	Ella (VO) SFX: Heartbeat		



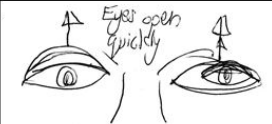





In this first scene of my short film (as shown in pages 1 to 3 of my storyboard), we are introduced to character, character motivations and context. To do this, I have created an opening scene where we see Ella playing out her lifestyle under a Narrator to explain this sequence, making it easier to understand for children and making Ella's character more relatable. This also helps to highlight themes of education.

In pages 2 and 3 of my storyboards, we see Ella chatting with her best friend to make my short relatable through an every-day conversation set before Ella's exam. The conversation helps us to empathise with Ella's nervousness by bringing up her crush on Samuel – which leads to a flashback of her asking him out but sneezing on him due to nervousness to create, make us empathise with her and prevent my final cut from being too serious.

The conversation scene between Ella and her best friend raises the dilemma of whether friendship or education is more important so that my A1 Short Film of "Dreams and Dilemmas" can be persuasive, and so that it can challenge my target audience.

Storyboard Page 4

Programme Title	Dreams and Dilemmas	Director	Matthew Williams
Production Company	MW Productions	Date	17/01/2022

	
Dur: 1 sec Audio: Sinister Music	Dur: 2 sec Audio: Sinister Music
	
Dur: 1 sec Audio: Sudden Stabbing Music That is Sinister SFX: Panting	Dur: 1 sec Audio: SFX: Panting Sudden Stabbing Music That is Sinister
	
Dur: 1 sec Audio: SFX: Running Footsteps, Brush of Wind Tense Adventure Music	Dur: 1 sec Audio: SFX: Running / Footsteps Tense Adventure Music
	
Dur: 2 sec Audio: SFX: Running/Footsteps Tense Adventure Music	Dur: 3 sec Audio: SFX: Running/Footsteps Tense Adventure Music

Storyboard Page 4:

In this section of storyboard. We see Ella running to save Samuel through her magical powers with High Angles to represent Samuel's weakness and vulnerability as a consequence of death, a Dutch Angle to stereotype Ella's shock and disbelief, and an Extreme Long Shot/Long Shot/Low Angle to symbolize Ella's rush to save Samuel. This is to create a sense of urgency an adventure so that my short film is exciting and thrilling in order to appeal to my target audience.

Storyboard Page 5:

In this section, we can see that Ekka has saved Samuel, stereotyped though an Extreme Close Up of her getting her magical object out with a Low Angle (to represent Samuel's viewpoint) of Ella chanting a spell of resurrection ("Ressurecti!"). Amid waking up, she feels fuzzy, and exhausted as shown a a slow-motion POV where his focus is blurry to present his confusion and the fact that he has just woken from death.

In the next few shots, we see framing through Over The Shoulder Shots where Ella explains to Samuel what she had done – followed by the Extreme Close-Up of Ella and Samuel's handshake in slow-motion to make it dramatic and emphasis it more. The denotation of an Extreme-Close-Up is vital in creating an uplifting short film; but is also crucial in establishing the benefit of looking out for other people and (in this scenario) what using your talents for good.

Storyboard Page 5


Programme Title	Dreams and Dilemmas	Director	Matthew Williams
Production Company	MW Productions	Date	18/01/2021

	
Dur: 2 sec Audio: Tense Adventure Music Fades Away Magical SFX	Dur: 4 sec Audio: Dialogue Magical SFX
	
Dur: 4 sec Audio: Eerie, Strange SFX or Music	Dur: 3 sec Audio: Dialogue
	
Dur: 1 sec Audio: Dialogue	Dur: 1 sec Audio: Dialogue
	
Dur: 2 sec Audio: Dialogue Soft, emotive music (slowly fades in)	Dur: 3 sec Audio: Narrator (VO) Soft, Emotive Music

Development of my Storyboard – Page 6:

Below, you can two version of the same page of storyboard: the one on the left is an older version to fit alongside the Rough Draft of my script, the right page is the newest and most current version. But why did I change it?


In my script, a class peer felt that adding the line “But how did I get here” (to stereotype Samuel’s confusion, would make my story more realist. To fit alongside this, I added a Close-Up to emphasize Samuel’s confused facial expression. I added another Close-Up of Ella about to tell Samuel where the clip cuts just before she reveals how he died. This is to create mystery and suspense so that my short film is more exciting for my target audience.



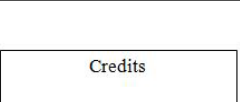
Storyboard

Page 6


Programme Title	Dreams and Dilemmas	Director	Matthew Williams
Production Company	MW Productions	Date	20/01/2022




Dur:	5 secs	Shot Description	Two Shot
Audio:	Narrator (VO) SFX: Laughing, Chattering, Birds, Nature Foley Slow, Emotive Music		




Dur:	5 secs	Shot Description	
Audio:	Soft, Emotive Music		




Dur:		Shot Description	
Audio:			



Dur:		Shot Description	
Audio:			




Dur:		Shot Description	
Audio:			



Dur:		Shot Description	
Audio:			

Outdated Version:


Here, we see Samuel thanking Ella and moving on as though nothing happened. This makes the story unrealistic and unrelatable for my target audience.




Storyboard

Page 6


Programme Title	Dreams and Dilemmas	Director	Matthew Williams
Production Company	MW Productions	Date	20/01/2022




Dur:	3 secs	Shot Description	Two Shot
Audio:	Soft, Slow Music		



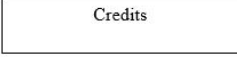
Dur:	5 secs	Shot Description	Close-Up
Audio:	Dialogue: SFX: Birds, Nature Foley		




Dur:	5 secs	Shot Description	Two Shot
Audio:	DSFX: Gasp (as though Ella is about to say something), Birds, Nature The music pauses (suspense)		



Dur:	5 secs	Shot Description	Two Shot
Audio:	Soft, Emotive Music Narrator (VO) SFX: Chattering, Laughing, Bird, Nature		



Dur:	5 secs	Shot Description	Credits
Audio:	Soft, Emotive Language		



Dur:		Shot Description	
Audio:			

Updated Version:

Here, we see Samuel asking how he died to add more realism into my Narrative, making my story more credible, believable, and realistic to make it relatable for my target audience. This also interests the viewer by creating mystery.

Shot List

Project Title	Dreams and Dilemmas
Type of Project	Short Film (Level 3 BTEC in Media Practise, Farnborough College of Technology)
Director	Matthew Williams
Production Company	MW Productions
Date	23/01/2021

Order of Filming Locations

I decided to film by a crate in W-Block first, because this is the most challenging sections to film. This is the most challenging section of short film to produce because the ground is uneven and could easily become slippery. By doing the shots required by the Crate-First, I was able to successfully film the rest of my short film more quickly because the other locations required for my short film are easier to film in.

For each location, I have decided to film each shot in story order – doing the location out-of-order so that my short list does not become too much like a storyboard, and so that I can focus on the technically challenging scenes of short film first.

By filming each shot in order per location, I was able better understand why I was filming each shot, making me less likely to second-guess what I was doing. This mean that I could film all the footage required without wasting time by hesitating into each shot.


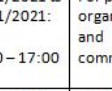
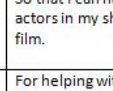
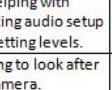




Scene	Shot #	Camera Angle	Framing / Movement	Filming Location	INT / EXT	Action	Completed
1	#24 #43	High Angle	Static	W-Block Crate	EXT	Samuel is on the ground unconscious and in need of desperate help.	Shot on the 03/02/2022.
1	#25	ECU	Static	W-Block Crate	EXT	Samuel's hand lying on the ground – moving slightly to show that he is still alive to prevent upsetting my target audience.	Not shot due to time constraints.
2	#31	Med-Long Shot	WS Framing Static	W-Block Crate	EXT	Ella runs to Samuel and kneels down beside him.	Shot on the 03/02/2022.
2	#45	Two Shot	Static	W-Block Crate	EXT	Samel Reawakens, Ella kneeling beside him calmy to check that he is okay. Samuel asks where he is, and Ella explains that she saved her.	Shot on the 03/02/2022.
2	#46 #48	Over the Shoulder Shot	Static	W-Block Crate	EXT	Samuel thanks Ella (shot-reverse-shot) joyfully and slightly surprised/impressed.	Shot on the 03/02/2022.
2	#49	ECU	Static	W-Block Crate	EXT	Samuel and Ella shake hands. <i>*This changed to Ella and Samuel hugging on the day of filming.</i>	Shot on the 03/02/2022.
2	#50	CU	Static	W-Block Crate	EXT	After shaking hands, Samuel's facial expression quickly becomes confused. He questions how ended up being unconscious/dead to create mystery	Shot on the 03/02/2022.

2	#51	CU	Static	W-Block Crate	EXT	Ella is about to respond to Samuel and opened her mouth. However, the shot is cut abruptly as Ella tried to answer Samuel.	Shot on the 03/02/2022.
2	#52	Two Shot	Static for first two takes. Zoom in on next to takes, then out on the last two.	Wooden Bench	EXT	Samuel and Ella chatting lively and happily on a bench to create a happy ending.	Shot on the 03/02/2022.
1	#14	Two Shot	Static	Cedar Courtyard	EXT	Ella is trying to tell Samuel that she admires him and wants to be his friend but struggles due to nervousness and ends up stuttering. <i>*Cassidy Stew changed this to Ella asking Samuel out to be her boyfriend. She felt that this would make my storyline make more sense.</i>	Shot on the 03/02/2022.
1	#15	Over the Shoulder	Static	Cedar Courtyard	EXT	Samuel is staring imposingly and intimidatingly at Ella so that we can empathize with her nervousness.	Shot on the 03/02/2022.
1	#16	Dutch Angle	Static	Cedar Courtyard	EXT	Ella is stuttering, nervous, sweating and breathing heavily because she is nervous due to a fear of Samuel rejecting him.	Shot on the 03/02/2022.
1	#17	ECU	Static	Cedar Courtyard	EXT	Shots of Samuel's and Ella's eyes to create tension and suspense.	Shot on the 03/02/2022.
1	#18	Two Shot	Static	Cedar Courtyard	EXT	Ella sneezes all over Samuel embarrassingly.	Shot on the 03/02/2022.
1	#19	Over the Shoulder	Static	Cedar Courtyard	EXT	As Ella sneezes loudly all over Samel, Samuel shudders back: face facing away from the sneeze with his hand covering his face and clothing. He will have a facial expression of disgust as he recovers	Shot on the 03/02/2022.

						and wipes the snot of his clothes.	
1	#6	Med-Long Shot	Static	The Mall	EXT/INT	Samuel walks down the corridor, smiling, and looking smooth, sleek, and trendy.	Shot on the 03/02/2022.
1	#7	Two Shot	Static	Cedar Courtyard	EXT	Ella and her best friend have a lively conversation on a bench before their exam.	Shot on the 03/02/2022.
1	#8	Over the Shoulder	Static	Cedar Courtyard	EXT	Ella's best friend Emma asks Ella what she would want is she could have one wish.	Shot on the 03/02/2022.
1	#9	Over the Shoulder	Static	Cedar Courtyard	EXT	Ella says of dreaming of having magical powers and using them for good.	Shot on the 03/02/2022.
1	#10	Over the Shoulder	Static	Cedar Courtyard	EXT	Ella's best friend brings up her admiration for Samuel.	Shot on the 03/02/2022.
1	#13	Head and Shoulders Shot	Static *Also shoot in Over-the-Shoulder Framing.	Cedar Courtyard	EXT	Ella's best friend laughs at Ella's surprised facial expression and answers that she knows how Ella feels about him.	Shot on the 03/02/2022.
1	#21	Over the Shoulder Shot	Static	Cedar Courtyard	EXT	Ella's best friend asks which is more important: friendship or education.	Shot on the 03/02/2022.
1	#22	Ove the Shoulder	Static	Cedar Courtyard	EXT	Ella ends the conversation by making her way to the exam with her friend.	Shot on the 03/02/2022.
1	#24	Long Shot	Static	Cedar Courtyard	EXT	Ella and her best friend walk to their exam calmly, naturally, and casually. But Ella suddenly freezes – looking somewhat in disbelief and distressed.	Shot on the 03/02/2022.
1	#25	Medium Close-Up	Static	Cedar Courtyard		Same as above	Shot on the 03/02/2022.
1	#26	ECU	Static	Cedar Courtyard	EXT	Ella's eyes shoot open suddenly.	Shot on the 03/02/2022.
1	#4	Head and Shoulders Shot	Static	M-Block, Classroom	INT	First Flashback: Ella is sitting staring blankly on a standard school desk with an exam paper in front of to her.	Shot on the 03/02/2022.





1	#5	ECU	Static	M-Block, Classroom	INT	Ella writes with a black-point-pen onto the exam paper.	Shot on the 03/02/2022.
1	#27	Dutch Angle	Static	M-Block, Classroom	EXT	Ella stares in terror, face sweating and stepping back.	Shot on the 03/02/2022.
2	#28	Extreme-Long-Shot	Static	The Mall	INT	Ella running to save Samuel (structured like an adventure scene).	Shot on the 03/02/2022.
2	#29	Long Shot	Static	The Mall	INT	Same as above.	Shot on the 03/02/2022.
2	#30	Low Angle	Static	W-Block Crate	INT	Ella running to Samuel's aid as though we are about to be trodden on by her feet – to create suspense, drama, and action.	Shot on the 03/02/2022.
2	#32	ECU	Static	W-Block Crate	EXT	Ella gets out a magical object from her pocket (wand).	Shot on the 03/02/2022.
2	#33	Low Angle	Static	W-Block Crate	EXT	Ella shouts out a magical word to bring Samuel back to consciousness/life.	Shot on the 03/02/2022.
2	#3	Panning Shot	Moves Across (Pans); Med-Long Shot Framing.	E-Block	EXT	Ella enters her place of education (first scene) calmly, and causally with a confident stride.	Cancelled due to time constraints.
2	#2	WS (Establishing Shot)	Static	Westminster Car Park	EXT	The college campus to show setting and give a idea of Ella's lifestyle and her education.	Shot on the 03/02/2022.
2	#34	POV	Replicating movement of Samuel's Point-of-View	W-Block Crate	EXT	Samuel's viewpoint of reawakening: His vision will be blurred and unclear to represent Samuel as feeling drowsy, disoriented, exhausted, lethargic, and confused.	Cancelled due to time constraints.
1	#1	Opening Tiles	Static	N/A	N/A	Credits showing the short film's title.	Shot on the 03/02/2022.
1	#53	Credits	Copy will move upwards (preferably) cross-dissolve if upward movement is not possible.	N/A	N/A	Credits to show and acknowledging who participated in my short films and their role.	Shot on the 03/02/2022.

Resources List

Equipment Needed:	Sourced From:	Time/Date Required	Reasons for My Choice	Cost	Photographic Evidence
Planning Templates	<ul style="list-style-type: none">MW ProductionsFCOTBBC	07/01/2022 to 07/02/2022: 09:00 – 17:00	So that I can film my shortfilm quickly, and professionally.	£100	
Office 365 (including Teams)	Microsoft	07/01/2021 to 31/01/2021: 09:00 – 17:00	For pre-production, organising logistics and communications.	£119.99	
Cast	Farnborough College of Technology	02/02/2022 14:00 – 17:00	So that I can have actors in my short film.	£3000 (£1000 per actor)	
Crew (sound assistant)	Farnborough College of Technology	02/02/2022 13:30 – 17:00	For helping with checking audio setup and setting levels.	£1080	
Spare Operator and Unit	Farnborough College of Technology	02/02/2022 13:30 – 17:00	Helping to look after the camera.	£1080	
Canon DSLR Canon Camera	Farnborough College of Technology	02/02/2022 14:00 – 17:00	For capturing the visual footage required for my short film.	£500	
TH650 Libec Tripod	Farnborough College of Technology	02/02/2022 14:00 – 17:00	For stable, well-balanced, professional, and high-quality shots.	£190.83	
Boon Pole	Farnborough College of Technology	02/02/2022 14:00 – 17:00	For Balancing the Rifle Mic so that I can also keep an eye on the visuals during filming.	£84	
Rifle (Rode Mic)	Farnborough College of Technology	02/02/2022 14:00 – 17:00	For inputting backup audio and because Pello Mics are more likely to be in the	£100	

Here, I have added photographs of the equipment which I plan to use so that I can visualise what my filming set will look like and possible solutions for carrying heavy pieces of equipment.

These photos have also been used to make the Resources List as accurate as possible by typing in prices sourced from online shopping sites such as CVP, eBay and Google Shopping. This adds realism to my Resources List and gives an insight that shows the costs of my production in relation to reality. This also makes my Resources list credible and believable.

			way of my framing.		
XLR Cable	Farnborough College of Technology	02/02/2022 14:00 – 17:00	For connecting my Rifle Mic and DAR so that I can successfully record an audio track onto an SD Card.	£4.00	
Zoom H4N DIGITAL AUDIO RECORDER	Farnborough College of Technology	02/02/2022 14:00 – 17:00	For recording the audio input from my Rifle mic to transfer an edit later.	£215	
Media Kit (HDD, Card Reader, SD Cards)	Farnborough College of Technology	02/02/2022 17:00 – 18:00	So that I can transfer and store my files after production.	£50	
Total of All my Filming locations.	Farnborough College of Technology	02/02/2022 14:00 to 17:00 03/02/2022 09:30 to 12:00	So that I can film in appropriate settings which fit my genre, mise-en-scene storyline.	£1000	
Laptop / PC	MW Productions	07/01/2022 to 18/02/2022 09:00 – 17:00	To edit my work from a device by connecting it with an HDD.	£549.98	
Adobe Suit	Adobe	03/02/2022 09:00 – 17:00 04/02/2022 09:00 – 17:00	For audio editing and video editing to produce a successful, refined short film.	50.57 per month	
TOTAL COST (PLUS VAT)		£8124.37			

Here, I have added all my indivial cost per equipment together into a lump-sum so that the client would immediately know how much needs to be paid for my short film. This is to make my Resources List simple and easy-to-understand.

To make the total stand out, I have typed “TOTAL” in capital letters and put the text in a pale blue box, with a blank box because most of the table cells are white. By doing this, the area where the total payment is typed is made to stand out from the other areas of my Resources List.

In my short film, it was Eztli who did the audio narration. However, it was originally Evie Marlow who was going to play the narrator and Ella’s best friend (please refer the photos below):

Due to Evie Marlow off sick, I was contacted by a performing arts student who promised to help in finding a spare actor. I set her a deadline so that I had an actor in time for filming and was given an actor by Sian Holland (the performing arts lecturer) after contacting her.

Below are some snips of the communication and a snip of an old Personnel List which had Evie Marlow cast as the audio narrator and Ella’s Beast Friend.

Personnel List

Job Role	Personnel Name:	Contact Details:	Reasons for Choosing The Personnel:
Market Researcher and Analyst	Matthew Williams	20221381@farn-ct.ac.uk	So that I know what my audience want from my short film to begin generating ideas.
Responders for Primary Research	Total = 30 people <i>Any other information is confidential.</i>	<i>This information is confidential.</i>	So that I can gain as much credible feedback for supporting or improving my idea as possible.
Idea Generation	Matthew Williams	20221381@farn-ct.ac.uk	So that I could consider what I want from my short film to create drafts of ideas.
Scriptwriter	Matthew Williams	20221381@farn-ct.ac.uk	So that I could establish characters and write down my ideas as a professional word-word outline of my story idea.
Pre-Production	Matthew Williams	20221381@farn-ct.ac.uk	To have better control over my idea and make it as original as possible and allow for any hazards and ethical grey areas.
Seeking Actors	Matthew Williams Amy Hawkins (Performing Arts Lecturer)	20221381@farn-ct.ac.uk a.hawkins@farn-ct.ac.uk	I originally negotiated with several Performing Arts students but have had little luck or response. Hence, Amy agreed to send out a message to her students. This is because she is a lecturer in Performing Arts and we hence be more likely to find me actors and will have better connections with relevant staff members.
Director	Matthew Williams	20221381@farn-ct.ac.uk	To have control over my filming to ensure the best quality possible of footage.
Assistant Operator for Camera and Audio	Mars Taylor Marton Andras	Mars:	In order to ensure that I get the best quality of audio/visuals during filming and for help with transporting equipment on foot.
Clapper Staff	Charlie Famer# Eztli Thompson	Charlie: 20230564@farn-ct.ac.uk	This is so that the audio can be sync in time with the visuals.

		Eztli: 20245261@farn-ct.ac.uk	
Ella	Cassidy Stew	20238529@farn-ct.ac.uk	So that I could use a female to show Ella tat is professionally trained, thus making a higher quality short film.
Ella's Best Friend	Eztli	20245261@farn-ct.ac.uk	So that I can relate to a female target audience through chat with confronts the protagonist's wishes and admiration to be friends with Samuel. This is to add drama by making Emma's stereotype defiant, feisty, and forward.
Narrator (VO)	Eztli	20245261@farn-ct.ac.uk	This is because it would feel odd it there was a narrator talking about herself.
Actor 3 (Samuel)	Kyle Parry	20241342@farn-ct.ac.uk	So that I could use a variety of genders.
Filer Transfer	Matthew Williams	20221381@farn-ct.ac.uk	I have access to a range of transferring devices including a reliable HDD, portable Card Reader and a selection of SD Card ranging from 8GB to 32GB.
Editor (visual and audio)	Matthew Williams	20221381@farn-ct.ac.uk	Because I have access to Premier Pro with lots of experience, and so that I can have better creative control over the outcome and end product of my short film.
Feedback Panel for Rough Cuts	Josh Chapman Katie Grove Marton Andras Ben Bowness Hadrian Ellory-Van-Dekker	<i>This information has been kept confidential for privacy reasons.</i>	For gaining a variety of insightful feedback from those who I know will be detailed and helpful (based on feedback for my TV Advert Campaign).

Assistant Operator for Camera and Audio	Mars Harley Taylor Marton Andras	To be confirmed	In order to ensure that I get the best quality of audio/visuals during filming and for help with transporting equipment on foot.
Actor 1 (Ella)	To be confirmed	To be confirmed	So that I could use a female to show Ella tat is professionally trained, thus making a higher quality short film.

Actor 2 (Emma)	Cassidy Stew	To be confirmed	So that I can relate to a female target audience through chat with confronts the protagonist's wishes and admiration to be friends with Samuel. This is to add drama by making Emma's stereotype defiant, feisty, and forward.
Narrator (VO)	Cassidy Stew	20238529@farn-ct.ac.uk	This is because it would feel odd it there was a narrator talking about herself.
Actor 3 (Samuel)	Kyle Parry (TBC)	20241342@farn-ct.ac.uk	So that I could use a variety of genders.
Director	Matthew Williams	20221381@farn-ct.ac.uk	To have control over my filming to ensure the best quality possible of footage.
Assistant Operator for Camera and Audio	Mars Harley Taylor Marton Andras	Mars:	In order to ensure that I get the best quality of audio/visuals during filming and for help with transporting equipment on foot.
Actor 1 (Ella)	Cassidy Stew	20238529@farn-ct.ac.uk	So that I could use a female to show Ella tat is professionally trained, thus making a higher quality short film.
Actor 2	Evie Marlow	20244940@farn-ct.ac.uk	So that I can relate to a female

(Emma)		ct.ac.uk	target audience through chat with confronts the protagonist's wishes and admiration to be friends with Samuel. This is to add drama by making Emma's stereotype defiant, feisty, and forward.
Narrator (VO)	Evie Marlow	20238529@farn-ct.ac.uk	This is because it would feel odd it there was a narrator talking about herself.
Actor 3 (Samuel)	Kyle Parry	20241342@farn-ct.ac.uk	So that I could use a variety of genders.

TALENT RELEASE

I, Cassidy Stone, understand there is a visual/audio recording being taken of me on this date 23/01/22. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.

[Signature]
Signature of Talent
Date 30/03/22

Matthew Williams
Signature of Producer(s)
Date 23/01/2022

TALENT RELEASE

I, Evie Marlow, understand there is a visual/audio recording being taken of me on this date 23/01/2022. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.

[Signature]
Signature of Talent
Date 23/01/2022

Matthew Williams
Signature of Producer(s)
Date 23/01/2022

TALENT RELEASE

I, Kyle Perry, understand there is a visual/audio recording being taken of me on this date 22/01/2022. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.

[Signature]
Signature of Talent
Date 24/01/2022

Matthew Williams
Signature of Producer(s)
Date 23/01/2022

SIGNITURES AND WRITTEN PERMISSIONS - TALNET RELEASE FORMS

When doing Talent Release Forms for a media production, I always get the relevant cast member to provide with written permission and make it imperative for them to include a signature. This is highly effective as written proof of filming some can be saved somewhere secure. Furthermore, a signature is unique for each person – proving that the correct cast members signed the Release Form themselves. This prevents Legal and Ethical Issues such as Libel/Defamation/Slander, Forgery, and/or Plagiarism.

Here, I have kept Evie Marlow Talent Release Form as proof that she has given me permission film her. This is a effective for if she were to have turned up on the day of filming, health enough to star in my short film.

TALENT RELEASE

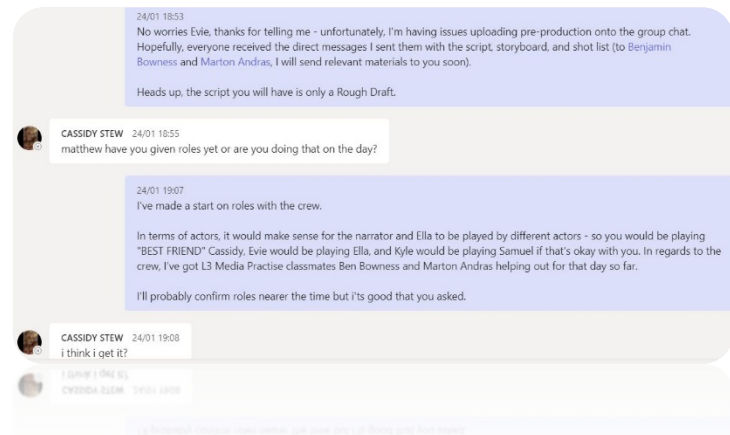
I, Evie Marlow, understand there is a visual/audio recording being taken of me on this date 23/01/2022. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.

[Signature]
Signature of Talent
Date 23/01/2022

Matthew Williams
Signature of Producer(s)
Date 23/01/2022

Creating a Group Chat for Organizing my Short Film

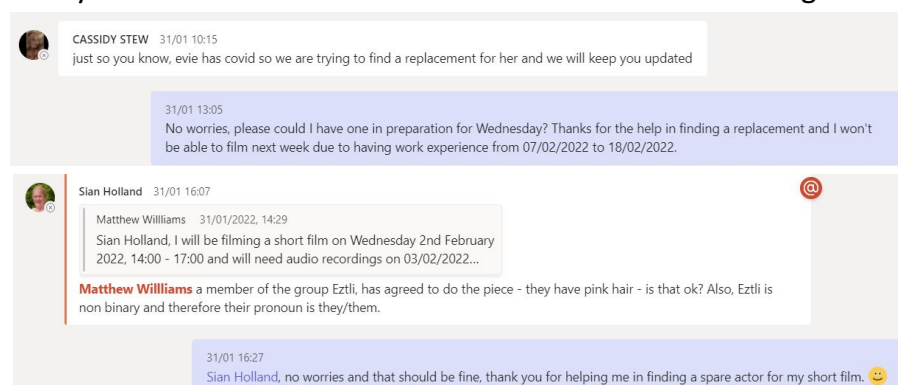
Below, you can see that I have created a group chat for my crew and cast. This is so that I can organise my shoot effectively because all my production team can see my message when posing it onto a group chat. This allows me to communicate with my team members more promptly, professionally, quickly, effectively, and reliably. This also helped in sorting issues quickly so that I could my short film production was productive, efficient, reliable, and professional.



Recasting Ella's "Best Friend"

Unfortunately, Evie Marlow was struck by illness around four days before filming. Luckily, one of my actors notified me and promised that she and her colleagues were trying to find a replacement for her. I left this for a few hours as I did not want to harass the Performing Arts students. However, I then decided to contact Sian Holland so that I could secure a replacement.


Sian Holland (a Performing Arts lecturer) contacted me later on to as a student called Eztli Thompson. After taking some time to think about this, I decided to use Eztli as she is non-binary. This makes my short film innovative because it shows me embracing non-binary genders.




Separating my Audio and Visuals

Here, you can see that I decided to do my audio recordings for the narrator in the morning and then the filming in the afternoon. This is so that I could give my filming cast plenty of time to rehearse their dialogue and get to college in time for shooting during the afternoon of the 3rd of February 2022.

Audio Narration Call Sheet


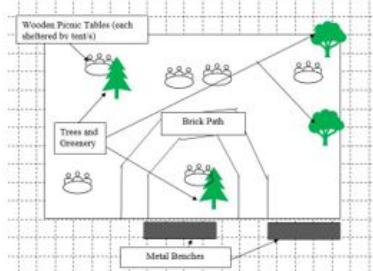
PRODUCER: Matthew Williams DIRECTOR: Matthew Williams		CALL TIME 09:00 <small>Check grid for individual call times</small>				
WEATHER: The audio recording will be indoors.		Dreams and Dilemmas		DATE: 03/02/2022		
Production Office Farnborough College of Technology			Nearest Hospital to Set Frimley Park Hospital, Portsmouth Rd, Frimley, Camberley, GU16 7UJ			
LOCATIONS						
#	Locations	Scene No.	Int/Ext	Address	Time	Contact
1.	ETC 12A	All Scenes	INT	Farnborough College of Technology, Hampshire, UK, GU14 6SB	09:00 – 12:00	b.mitchell@farn-ct.ac.uk 20238529@farn-ct.ac.uk
2.						
3.						
#	Cast	Role	Call Time	Location	Wrap Time	Telephone
1.	Extli Thompson	Narrator (VO)	09:00	ETC 12A	12:00	20244940@farn-ct.ac.uk
2.						
3.						
#	Crew	Role	Call Time	Location	Wrap Time	Telephone
1.	Matthew Williams	Director	09:00	ETC 12A	12:00	20221381@farn-ct.ac.uk
2.	Matthew Williams	Producer	09:00	ETC 12A	12:00	20221381@farn-ct.ac.uk
3.	Matthew Williams	Audio Operator	09:00	ECT 12A	12:00	20221381@farn-ct.ac.uk
4.						
5.						
Notes & Equip	Notes	Scenes	Locations	Responsible	Telephone	
Camera	N/A					
Sound	A Zoom H4N Pro will be used.	1 and 2	ETC 12A	Matthew Williams	20238529@farn-ct.ac.uk	
Grip	N/A					
Costume	N/A					
Make Up	N/A					
Art Dept	N/A					
Any other	N/A					

Filming Call Sheet

PRODUCER: Matthew Williams DIRECTOR: Matthew Williams		CALL TIME 13:00 <small>Check grid for individual call times</small>				
WEATHER: Cloudy		Dreams and Dilemmas		DATE: 03/02/2022		
Production Office Farnborough College of Technology			Nearest Hospital to Set Frimley Park Hospital			
LOCATIONS						
#	Locations	Scene No.	Int/Ext	Address	Time	Contact
1.	Mound	1	EXT	Farnborough college of technology	13:30 to 14:45	j.sparkes@farn-ct.ac.uk
2.	Rural Bench	1	EXT	Farnborough College of Technology	14:45 to 15:05	j.sparkes@farn-ct.ac.uk
3.	Cedar Courtyard	1	EXT	Farnborough College of Technology	15:05 to 15:55	j.sparkes@farn-ct.ac.uk
4.	Classroom	1	INT	Farnborough College of Technology	15:55 to 16:20	j.sparkes@farn-ct.ac.uk
5.	Mall	1	INT	Farnborough College of Technology	16:20 to 16:45	j.sparkes@farn-ct.ac.uk
#	Cast	Role	Call Time	Location	Wrap Time	Telephone
1.	Cassidy Stew	Ella	14:00	W Block	16:45	20238529@farn-ct.ac.uk
2.	Extli Thompson	Emma and VO	09:00	ETC 12A	16:45	20245261@farn-ct.ac.uk
3.	Kyle Parry	Samuel	14:00	W Block	16:45	20241342@farn-ct.ac.uk
#	Crew	Role	Call Time	Location	Wrap Time	Telephone
1.	Matthew Williams	Director and producer	13:30	Mound	16:45	20221381@farn-ct.ac.uk
2.	Matteo Andras	Assistant Operator	Camera	Mound	16:45	20231474@farn-ct.ac.uk
3.	Mars Taylor	Assistant Audio Operator	13:30	Mound	16:45	20237309@farn-ct.ac.uk
4.						
5.						

Notes & Equip	Notes	Scenes	Locations	Responsible	Telephone
Camera	One fully charged Canon DSLR 550D Spare Batteries	All Scenes	Mound Mall Cedar Courtyard Classrooms	Matthew Williams Matteo Andras (Assistant Operator)	Matthew: 20221381@farn-ct.ac.uk Matteo : 20231474@farn-ct.ac.uk
Sound	Rife/Shotgun Rode Mic External Rode Mic Zoom H4N Pro	All scenes	Mound Mall Cedar Courtyard Classrooms	Matthew Williams Mars Harley Taylor (assistant operator)	Matteo : 20237309@farn-ct.ac.uk
Grip	TH650 Likes Mic	All scenes	Mound Mall Cedar Courtyard Classrooms	Matthew Williams Matteo Andras (assistant operator)	Matthew: 20221381@farn-ct.ac.uk Matteo : 20231474@farn-ct.ac.uk Mars Harley Taylor 20237309@farn-ct.ac.uk
Costume	Three Actors will be required, one per character.	All scenes	Mound Mall Cedar Courtyard Classrooms	Evie Marlow Cassidy Stew Kyle Parry	Evie: 20244940@farn-ct.ac.uk Cassidy: 20238529@farn-ct.ac.uk Kyle: 20241342@farn-ct.ac.uk
Make Up	N/A	N/A	N/A	N/A	N/A
Art Dept	Three Actors	All Scenes	Mound Mall Cedar Courtyard Classrooms	Evie Marlow Cassidy Stew Kyle Parry	Evie: 20244940@farn-ct.ac.uk Cassidy: 20238529@farn-ct.ac.uk Kyle: 20241342@farn-ct.ac.uk
Any other	N/A	N/A	N/A	N/A	N/A

LOCATION RECCIE

Prepared By:	Matthew Williams	Prepared On:	13/03/2022
Location Required	Cedar Courtyard		
Location Address	Farnborough College of Technology, Hampshire, UK, GU14 6SB		
Activity/Event	I want to use this filming location to show Ella and her best friend chatting before her exam. This is to reinforce the theme of education so that I can raise the dilemma of whether education or friendship is important later on in my short film/		
Production Title	"Dreams and Dilemmas"		
Type of Production	Music Video		
Nearest Hospital	Frimley Park Hospital, Portsmouth Rd, Frimley, Camberley, GU16 7UJ		
Permissions Further Information			
Site Contact Name	Josh Sparkes	Points of Access	The Cedar Courtyard can be accessed by walking down the Mall.
Site Contact Details	j.sparkes@farn-ct.ac.uk 01252 407261	Availability	The best day for filming is on 17/03/2022 as the area will be free between lessons.
Permissions			
Permission for filming here has been granted by Barry Mitchell, and Josh Sparkes.			
Location Photographs			
			
Location Floor Plans			
			

Why did I use the Cedar Courtyard for my Short Film?

For my short film, I used the Cedar Courtyard to film Ella and her best friend chatting before their exam. I used this location to make my short film causal and relaxed due to there being greenery in this area. However, it also helped me keep the themes of education as it is surrounded by classrooms.

RISK ASSESSMENT

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	23/01/2022
Location Required	Cedar Courtyard	Location Address	Farnborough College of Technology, Hampshire, UK, GU14 6DSB
Event/Activity	I will be using this location to film the interaction between Ella and her best friend as they sit in the Cedar Courtyard before their exam. This is to make my short film relatable for my target audience.		
Production	Dreams and Dilemmas		
Production Type	A1 Short Film Project		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 23/01/2022			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue			
Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 23/01/2022			
Telephone: 01252 407261			

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	Y
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N		
Slips and Trips	Y	Lack of Food and Water	N		
Cold or Hard Surfaces	Y				
Vehicles	N				
Office Equipment or Obstructions	N				
Vehicles	N				
Audience Control	Y				
Noise	Y				
Animals	Y				

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Weather	This includes rain, severe storms or wind, snow, sleet, and hail and could damage the filming equipment.	This affects everyone in the filming location.	H	I will check the weather forecast before filming – as far as I am aware, it is meant to be sunny on the day of filming.
Slips and Trips	Any rain or could weather (such as ice) could cause the ground to become slipper. This would affect everyone in the filming location.	This affects everyone in the filming location.	L	Filming will occur away from any slips and trips.
Audience Control	The Cedar Courtyard could become busy between lessons and there may be people who do not or cannot appear on film for specific reasons. This affects everyone in the filming location.	This affects everyone in the filming location.	H	Filming will occur at quieter times of the day and during lesson time to reduce the risk of capturing commuters passing between lessons. When this location is busy, filming will stop until it becomes quieter again. Talent Release Forms will be used to gain permission for filming my cast.
Noise	The Cedar Courtyard is under the flight path – making it vulnerable to aeroplane noise. Other noise captured would include other people	This affects all operators within the filming location.	M	The sound for each clip will be edited out during the post-production process.
	passing by between lessons.			
Theft	As the Cedar Courtyard is busy at times, it makes it easier for people to steal the filming equipment.	This affects everyone in the filming location.	M	I will be always watching over the equipment.

Why did I use the crate buy W-Block for my Short Film?

I used the crate to show Samuel’s death and to connote him as being in the middle of nowhere. This was successful because this area has a lot of nature, greenery, and uneven ground levels. This creates isolation which helps in making Samuel’s death feel ever more precarious and his fate ever more doomed.

Permissions	I have permission to film here from Josh Sparkes.	Availability	This location is free from Mondays to Fridays, 09:00 to 17:00.
Points of Interest	I plan on focusing on the top of the hill/mound area facing the crate. This is so that I can use a High Angle to show Samuel's corpse without capturing the crate or the houses which look onto this area.	Suitability/Possible shots	<ul style="list-style-type: none">High Ange – Samuel lying dead on the ground.ECU – The hand of Samuel's corpse.
Safety Issues?	Please refer to Risk Assessment	Electricity Supply	There are no power points/electricity supplies in this location. All spare batteries will have been hired in preparation for filming here.
		Sunlight	Sunlight could easily get into this location due to its being outdoors. However, there are plenty of trees to provide shade in this filming location.
		Windows	There are no windows in this area – other than those of the houses looking onto the crate.
		Noise	Noise could easily be created from nearby vehicles and/or planes overhead.

RISK ASSESSMENT

Permissions and Project Information

Prepared By

Matthew Williams

Prepared On

23/01/2022

Location Required

Crate (near W-Block), Farnborough College of Technology

Location Address

Boundary Rd, Farnborough, GU14 6SB

Event/Activity

I plan to use this filming location to show Ella saving Samuel through her magical powers. I want to use this location so that I can connote isolation to represent Samuel's fate as being precarious when showing his death.

Production Title

Dreams and Dilemmas

Production Type

A1 Short Film Project

Director

Matthew Williams

Signature and Contact Details of Assessor 1

Signature: Matthew Williams

Name (PRINTED): MATTHEW WILLIAMS

Date: 23/01/2022

Email: 20221381@farn-ct.ac.uk

Telephone: 07538 567954

*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue

Signature: Josh Sparkes

Name (PRINTED): JOSH SPARKES

Date: 23/01/2022

Email: j.sparkes@farn-ct.ac.uk

Telephone: 01252 407261

LOCATION RECCE

Prepared by	Matthew Williams	Date	29/01/2022
Location Details	The ground here is very uneven and could be slipper if it rains due to it having a lot of mud. There are many abandoned here (such as a bin, and shopping trolley) and the entrance to the mound behind the crate is narrow. This area is also near a car park, needing that you need to be wearing of incoming vehicles and is below the flight path.		
Scene/Purpose of filming	Here, I plan to shoot a High Angle of Samuel's death and an ECU of his hand. This is to show isolation to connote Samuel's fate as being precarious.		

			
Site Contact Name	Josh Sparkes	Site Address	Farnborough College of Technology, Boundary Rd, Farnborough, GU14 6SB
Contact telephone	01252 407261	Point of access	Sign into the UCF Reception (which look like two triangular blocks of cheese next to each other) and walk around the outside of the campus. When you have reached the Metal Bench, keep on going straight on and there should be a pathway onto the filming location just pass the big, blue crate.

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N	Hazardous Tools or Substances	N
Slips and Trips	Y	Lack of Food and Water	N	Electrical Appliances (including portable equipment)	Y
Cold or Hard Surfaces	Y	Hypothermia / Exposure to the Cold	Y	Lighting Equipment	N
Vehicles	N	Disabilities or Special Needs	N	Lifting Equipment	Y
Office Equipment or Obstructions	N				
Vehicles	N				
Office Equipment or Obstructions	N				
Audience Control	Y				
Noise	Y				
Animals	Y				

Hazard	Description of Hazard	Who does it affect?	Risk Level (1-5)	Measures
Weather	As I am filming outside, severe weather such as rain, storms, hail, or sleet could damage the equipment	This affects all personnel on the filming set.	High	The weather forecast will be checked before filming; if it is muddy or wet, then filming will be postponed until the weather conditions improve.
Slips and Trips	The ground could slippery if it is muddy. This could be caused by rain, hail, or sleet. This would create a trip-hazard.	This affects all personnel on the filming set.	Medium	The weather forecast will be checked to look out for possible slips and trips and the filming location will be assessed before filming, (if possible) on the day of filming. A rehearsal shoot will also be carried out for testing filming in this area due to its uneven ground. This is so that I can find a way of safely, sensibly, efficiently, and professionally setting up equipment at The Crate.
Nature	Due to the area being surrounded by some trees and natural surroundings, animals may be drawn to the filing location.	This affects all personnel on the filming set.	Low	I will ensure that no animals are disturbed – no further action will be needed.
Noise	The Crate by W-Block is below the flight path and by a car park. This makes it likely for noise to be generated from cars and planes which could be picked up in my short film's audio.	This affects all personnel on the filming set.	High	All audio recordings will be recorded separately from the visuals/footage to prevent too much background noise. Filming will cease when a plane goes over or if a car's engine becomes too loud.
Lifting Equipment	I will be using a bulky and heavy selection of filming equipment which is being carried on-foot.	This affects all personnel on the filming set.	High	I will have extra crew to assist me with carrying the equipment and it will be set up before meeting the actors so that we are ready to begin filming straight away.

Why did I use the Wooden Bench for my short film?

For the ending of “Dreams and Dilemmas”, I decided to show Cassidy and Kyle in a relationship. This is because Cassidy has saved Kyle through her magical powers.

For his scene, I used the Wooden Bench due to its being outdoors and there being lots of greenery and nature in this specific filming location. I wanted to use this location to show Naturalism and Romance, because it makes the viewer feel as though they are in a park bench. Furthermore, the word “park” was recurrent as a place of romance (as indicated by my Primary Research below).

16. You admire someone and want to be their friend. You decide to have a on to-one meeting. Where would you do this?




30 Responses

ID ↑	Name	Responses
1	anonymous	Ally way
2	anonymous	In a coffee shop
3	anonymous	Park
4	anonymous	On FaceTime
5	anonymous	In a park
6	anonymous	I would do it inside college or a mall.
7	anonymous	somewhere quiet or convenient.
8	anonymous	like somewhere in a park or something

RISK ASSESSMENT

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	29/01/2022
Location Required	Wooden Bench (M-Block)	Location Address	Farnborough College of Technology, Hampshire, UK, GU14 7EL
Event/Activity	This location will be used to show Ella and Samuel chatting together lively in a meaningful relationship. The purpose of this scene is to encourage my target audience to look out for other people.		
Production Title	Dreams and Dilemmas		
Production Type	A1 Sohrf Film Project		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 29/01/2022			
Email: 20221381@farn-ct.ac.uk			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to proceed: Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 29/01/2022			
Email: jsparkes@farn-ct.ac.uk			
Telephone: 01252 407261			

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N		
Slips and Trips	Y	Lack of Food and Water	N		
Cold or Hard Surfaces	Y	Fatigue	Y		
Vehicles	N	Hypothermia / Exposure to the Cold	N		
Office Equipment or Obstructions	N				
Audience Control	Y				
Noise	Y				
Animals	Y				

LOCATION RECCE			
Prepared by	Matthew Williams	Date	
Location Details	This area has a lot of trees, nature and birdlife and is adjacent to a staff car park. On the opposite side of the car park to where the benches are there is a glass wall facing into M-Block and its corridors, from which its classrooms are based.		
Scene/Purpose of filming	I will film here to show Ella and Kyle in a relationship. This is because Ella has recently saved Kyle from death through her magical powers.		
		 	
Site Contact Name	Josh Sparkes	Site Address	Farnborough College of Technology, Boundary Rd, Farnborough, Hampshire, GU14 7EL
Contact telephone	01252 407261	Point of access	Sign in at the UCF "Reception" (the building looks like two triangular pieces of cheese joined together). Then follow the walkways and go around the outside of the campus and through the staff car park, until you reach a selection of wooden benches.
Permissions	Josh Sparkes has given me permission to film here.	Availability	This location is available from Mondays to Fridays, from 09:00 to 17:00.
Points of Interest	My point of interest is by the middle wooden bench as this area give me more space for filming and has the most greenery by it.	Suitability/Possible shots	<ul style="list-style-type: none">Two Shot / Wide Shot – Cassidy and Kyle in a relationship.Over the Shoulder – Cassidy and Kyle laughing/chatting as they are in a relationship.Medium Close Ups / CU's – Happy facial expression of Cassidy and Kyle.
Safety Issues?	Please refer to Risk Assessment	Electricity Supply	There are no power points at this filming location. Spare camera batteries will have been hired in preparation for filming.
		Sunlight	The weather is set to be cloudy on the day of filming and the location is outdoors and largely uncovered – meaning a lot of sunlight and a low ISO level.
		Windows	There are no windows except for a glass wall looking M-Block.
		Noise	This filming set has cars next to it and a flight path for planes overhead – making noise highly likely.

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Weather	This includes rain, severe storms or wind, snow, sleet and hail and could damage the filming equipment.	This affects everyone on-site.	High	The weather forecast will be checked before filming.
Slips and Trips	The wooden benches are on a bank of greenery and mud which could become slippery in wet or icy weather. This would harm the filming equipment and anyone in the filming location.	This affects all personnel on site.	Medium	The weather forecast will be used to predict possible slips and trips. The ground will also be inspected before filming.
Vehicles	The wooden benches are adjacent to a car park – affecting all personnel within the car park by M-Block, the vehicles and filming equipment.	This affects all personnel on site.	High	The camera will always face away from all vehicles and filming will only be carried out on the grass bank by the Wooden Bench to prevent capturing vehicles or registration in my music video.
Noise	Noise will be generated through cars and planes overhead – which could cause an issue for lip-synching. This affects me and the cast.	This affects all crew on site.	Low	Unnecessary noise can be edited out through post-production.

Why did I use a classroom in M-Block for my short film?



To introduce my target audience to Ella ad her lifestyle, I filmed some establishing in M1 of her sitting an exam. I chose a classroom as it matches well with the connotations of study and education, and so that I could show a classroom that is dark and dingy. I wanted to use a dark and dingy classroom so that I could persuade my target audience to choose their friendships over education.

RISK ASSESSMENT

Permissions and Project Information					
Prepared By	Matthew Williams		Prepared On	30/01/2022	
Location Required	M-Block Classrooms (preferably M1, Farnborough College of Technology		Location Address	Farnborough College of Technology, Hampshire, UK, U14 6SB	
Event/Activity	I will be using this filming location to film Ella sitting her exam. Tahis is so that I can connote the themes of education in "Dreams and Dilemmas". This is also to introduce the protagonist to my target audience so that we can empathise more with her throughout my short film.				
Production Title	Dreams and Dilemmas				
Production Type	A1 Short Film Project				
Director	Matthew Williams				
Signature and Contact Details of Assessor 1					
Signature: Matthew Williams Name (PRINTED): MATTHEW WILLIAMS Date: 30/01/2022 Email: 20221381@farn-ct.ac.uk Telephone: 07538 567954					
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue					
Signature: Josh Sparkes Name (PRINTED): JOSH SPARKES Date: 30/01/2022 Email: j.sparkes@farn-ct.ac.uk Telephone: 01252 407261					
Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N	Hazardous Tools And Substances	N
Slips and Trips	Y	Lack of Food and Water	N	Lighting Equipment	N
Cold or Hard Surfaces	Y	Fatigue	Y	Electricity (including portable appliances)	Y
Office Equipment or Obstructions	N	Lifting Equipment	Y		
Vehicles	N	Hypothermia / Exposure to the Cold	N		
Audience Control	Y				
Noise	Y				
Animals	Y				

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Audience Control	As I am using a classroom, there will be lessons in the filming location and lots of people and some staff. Certain people may not want or be allowed to be on film, affecting everyone in the filming location.	This affects everyone in the filming location.	High	Filming will occur when the classrooms are empty; this can be rescheduled to the end of the shoot if the classrooms are too busy.
Office Equipment	Chairs and tables take up a lot of room in the classrooms – affecting everyone in the filming location.	This affects all personnel in the filming location.	Low	Any obstructing equipment will be moved out of the way to maximize space. Any computers already on will be turned off when filming in the relevant M-Block classrooms.
Lighting Equipment	My filming location consists of a visual filming system and separate audio recording system which are both bulky to carry when combined.	This affects all operators in the filming location.	Medium	LED Lighting will be used to produce better lighting of the location is too dark.
Access and Doorways	The classrooms in M-Block have one access/exit-point which could be blocked by equipment.	This affects everyone wishing to enter or exit the filming location.	High	All access-points and doorways will be kept clear to let personnel move in and out of the filming location.

LOCATION RECCE			
Prepared by	Matthew Williams	Date	30/01/2022
Location Details	M1 has lots of chairs and tables alongside a row of computers at the back of the classroom. Its brick walls are white, and the room has a blue carpet.		
Scene/Purpose of filming	I plan to use this filming location to show Ella sitting an exam. This is so that I can later show the dilemma between friendship and education further on in "Dreams and Dilemmas".		



Site Contact Name	Josh Sparkes	Site Address	Farnborough College of Technology, Hampshire, GU14 6SB
Contact telephone	01252 407261	Point of access	There are two narrow doorways into the classroom: one of them is adjacent to a wide corridor whilst the other is next to a narrower corridor. The door by the narrow corridor is the main entrance.
Permissions	I have been given permission to film here by Josh Sparkes, alongside the English and Maths department (who	Availability	This filming location is free on Thursday afternoon.

	usually teach in M-Block).		
Points of Interest	I want to film the protagonist by a wall as I will be using a Low Angle Shot for her looking at the love letter. I also want to use a desk to show Kyle cheating on the protagonist with woman.	Suitability/Possible shots	<ul style="list-style-type: none">Two Shot – Kyle and his new girlfriend move their hands together (to show Kyle cheating on the protagonist).Low Angle – The protagonist staring sadly/angrily down at the love letter.CU – The protagonist scrunches up the love letter.ECU – The love letter falls into the bin.
Safety Issues?	Please refer to Risk Assessment	Electricity Supply	This classroom has several power points ta the back accommodated for computers. There are between 1 and 2 power points elsewhere in the classroom.
		Sunlight	Sunlight will be able to enter through the windows opposite to the classroom's entrance.
		Windows	There are windows on the wall which is opposite to the main entrance to M1.
		Noise	This is a quiet space. Any noise will be created by other people, or the aircon system at college.

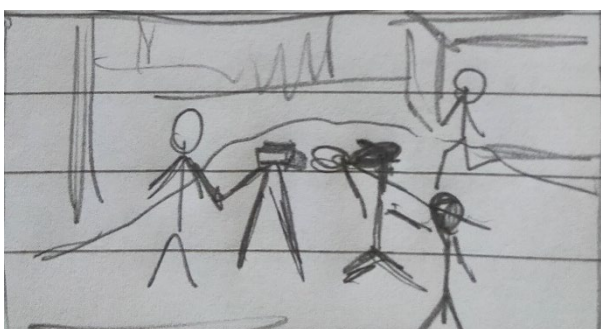
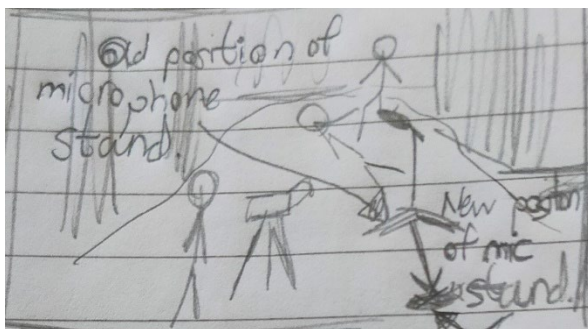
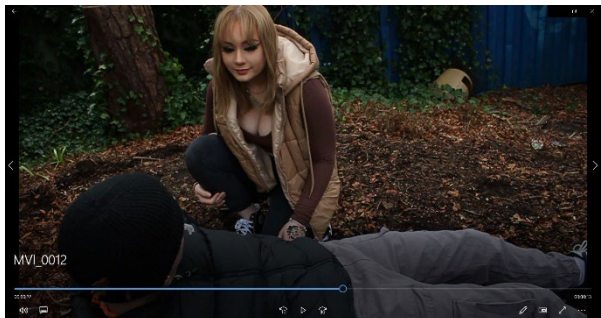
Short Film: Rehearsal Shoot

Rehearsal Shoot Foreword

Before shooting my short film on 03/02/2022, I did a rehearsal-shoot of my short film due to a particular location being the most technically challenging to film a. This location is by a crate at the back of Farnborough College of Technology, ideal because it shows isolation (which I wanted to use to make Samuel's fate more precarious during his death)). However, the ground in this area is uneven and muddy which could cause slips and trips and could cause issues for getting the Tripod and camera even and well-balanced.

To combat these ideas, my rehearsal-shoot occurred in this location first – I decided to film my rehearsal shoot on the 27th of January 2022, a week before my actual shoot on the 3rd of April 2022. I chose this date because it meant that I had enough time to solve any issues that arose in my rehearsal shoot-in preparation for filming my short film a week later.

I discovered that my NTG2 microphone stand kept on getting in-frame, so I moved it nearer to the camera and more to the side of my Canon 550D. This prevented it for getting in frame when shooting my rehearsal-shoot.



During My Rehearsal Shoot

After Rearranging my Filming Equipment

Aims for the Rehearsal Shoot

Aim 1 – Filming at the Mound:

I want to be able to find a way of setting up the equipment on the mound. This is my primary goal because it is the most technically challenging task for my film shoot next week.

Aim 2 – Lighting Controls:

I want to have the perfect lighting settings and focus for filming so that I can note them down. This will be used when I film the actual project with Performing Arts next week for a higher quality and more successful short film.

Aim 3 – Testing Audio and Visuals:

I want to test my shots though Shot-Reverse-Shot to check my framing and how the visuals look (such as if I line needs to be said differently or if they work well together). This will ensure that I have a fully competent drafted idea which will theoretically be more successful because I will have taken the time to trial and rehearse it.

This will also be the first time I which I have used a new audio system towards an assignment, so I want to ensure that I am able to set up audio correctly in uneven ground so that I can continue to improve my audio levels.

Checklist:

Targets:	Has this target been met?	Next Steps:
Setting up equipment successfully on even ground		
Perfecting Exposure Settings		
Checking audio levels, framing and dialogue		

If I have Footage, then:

- Completed an "Editors Rushes Log Form".
- Add the completed form to your portfolio (preferably as a JPG).

Describing the aims of my Rehearsal Shoot

In this first page, I have carefully considered what I want to achieve out of my rehearsal shoot. This is important because it acts as a guide on what I need to focus on during my rehearsal shoot – this made my rehearsal shoot more valuable because I was able to come across problems and decide what action I should incorporate into solving these problems. This helped me to create a more successful short film for my A1 Short Film Project.

Checklist:

Targets:	Has this target been met?	Next Steps:
Setting up equipment successfully on even ground	Yes	Film on the mound for next week, position camera facing away from the housing and towards the opposite end (by the crate).
Perfecting Exposure Settings	Yes	Use ISO 200. Have Shutter Speed around 1/250 with high Aperture.
Checking audio levels, framing and dialogue	Yes	The framing is fine – Use MVI 873 for filming (zoom out a little and if I do pan, then finish more smoothly).

If I have Footage, then:

- Completed an "Editors Rushes Log Form".
- Add the completed form to your portfolio (preferably as a JPG).

Evaluating my Rehearsal Shoot:

After my Rehearsal Shoot, I transferred it onto my External Disk Drive and browsed through all my footage to decide whether my filming shoot was successful. To do this, I reviewed whether the footage filmed went well with my storyline, mode of address and my storyboards.

Once stating that my rehearsal shoot was a success, I had another look through my footage to consider what action I needed to take to improve the quality of my footage when filming my actual "Dreams and Dilemmas" short film on 03/02/2022.

For instance, there was often a Cold/Blue Colour Temperature from the footage in my rehearsal shoot. To counteract this, I ensured that my camera's temperature was on a White Temperature that is neutral. This is so that I could modify each clip's temperature in Premiere depending on the mood and tone that I wanted to create.

Another issue which I found was that my Microphone Stand, my printed Pre-Production material for filming and my rucksack kept on appearing in shot. Hence, I reorganized my filming layout so that the Microphone was further back and so that any spare items were left behind the camera. This prevented anything else from getting in shot during the actual production of "Dreams and Dilemmas" on 3rd of February 2022.

TALENT RELEASE

I, Samuel Davies understand there is a visual/audio recording being taken of me on this date 27/01/22. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.

Samuel Davies 27/01/22
Signature of Talent Date

Matthew Williams 23/01/2022
Signature of Producer(s) Date

TALENT RELEASE

I, Matthew Jackson understand there is a visual/audio recording being taken of me on this date 27/01/22. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.

Matthew Jackson 27/01/22
Signature of Talent Date

Matthew Williams 23/01/2022
Signature of Producer(s) Date

TALENT RELEASE

I, Bea Batchelor understand there is a visual/audio recording being taken of me on this date 27/01/22. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.

Bea Batchelor 27/01/22
Signature of Talent Date

Matthew Williams 23/01/2022
Signature of Producer(s) Date

Editors Rushes Log

Below are some samples of my Editors Rushes Log from the rehearsal shoot which I used for reviewing the scene where Ella saves Samuel. This helped me to look for any issues and solve them promptly to create a professional, effective, efficient, and productive production values.

RUSHES LOG	Programme Title: Dreams and Dilemma's (rehearsal shoot)	Date: 28/01/2022	Pg 1 of 4	
Timecode or File Name	Scene/shot/take	Shot type	Good/Bad	Description
MVI_8741	Scene 1, Shot 25 Take 1	High Angle	Average	The shot clearly shows Samuel lying on the ground unconscious, so it fulfills its purpose. The focus is good and so is the lighting; the face is also pale which makes Samuel look as though he is dead. However, the actor's hands need to be lying flat on the ground as I will be doing an ECU of them.
MVI_8742	Scene 1, Shot 25, Take 2	High Angle	Average	Again, the shot shows Samuel lying on the ground to show purpose, the lighting is good and the focus is also good. The hands are in a better position, but bits will need to be cut out due to actor laughing and another actor being heard in the background.
MVI_8743	Scene 1, Shot 25, Take 3	High Angle	Good	Perfect: Good Lighting to show a pale face (makes Samuel look dead whilst being child friendly), hands are in a good position for the upcoming ECU (which requires pen hands, and the focus is very good. This is the best High Angle showing Matty lying unconscious
MVI_8744	Scene 1, Shot 26, Take 4	ECU	Good	Good framing and emphasis on the framing to show Samuel's dead hand; I like the tremble of the hand and think it could be a little smaller but am unsure whether it works - will require SFX / Music to mix it with and feedback from peers.
MVI_8745	Scene 1, Shot 26, Take 2	ECU	Average	Good Framing, lighting and focus. The pale hue on the skin and static movement from hand connotes Samuel being dead but also creates mystery because we can't see the rest of him. I prefer this particular take and the bird noises will be removed in post-production to create a more eerie and sinister feel through music and SFX.
MVI_7846	Scene 1 Shot 32, Take 1	Two Shot	Bad	Samuel's actor is moving and Bea can be heard in the background, unusable.
MVI_8747	Scene 1, Shot 32, Take 2	Two Shot	Bad	Good, clear audio, lighting and focus. However, we can see Bea's legs at the start of the clip and her head is cut off when she says her dialogue.
MVI_8748	Scene 1, Shot 32, Take 3		Average	Ella runs to the deceased Samuel to save him: The audio is good and hearable, but could be a little more dramatic. The pedestal motion makes the shot feel very smooth. I will incorporate this movement

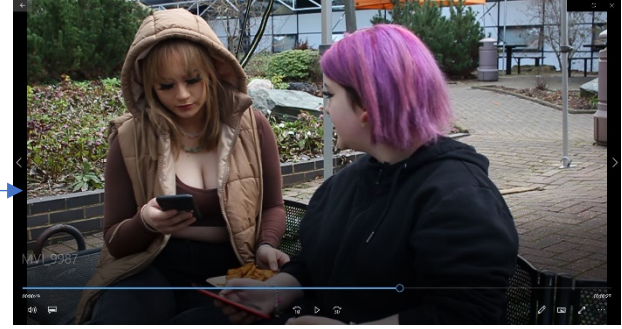
				on the day of filming.
MVI_8749	Scene 1, Shot 34, Take 1	Mid Shot	Good	The line is said and performed well with good dialogue - could perhaps be a little more shouty or dramatic. The framing is good as is the lighting and focus.
MVI_8750	Scene 1, Shot 34, Take 2	Mid Shot	Average	Initial 7 seconds are unnecessary as nothing happens - will need cutting. I need to check that I am recording only when required too.
MVI_8751	Scene 2, Shot 36, Take 1	Overhead Shot	Bad	Samuel wakes after Ella has saved him through her magical powers. Whilst the acting, lighting, and audio is good, I would like this shot to be more static so that I have less movement and a less shaky cam. The mic stand is also in the way of the framing stand Bea's head is cut out of shot.
MVI_8752	Scene 2, Shot 36, Take 2	Overhead Shot	Bad	Same As above (however, Ella's head is not in shot, which is not an issue)
MVI_8753	Scene 2, Shot 36, Take 3	Two Shot	Average	This IS my favorite take as I feel that the framing reflects my storyboard more in this on. However, I will need a new filming layout for 02/02/2022 as the mic stand kept on appearing in shot without me realizing.
MVI_8754	Scene 2, Shot 36, Take 4	Two Shot	Average	Ella responds to Samuel wondering where he is, explaining that I saved you". The framing is great as it the focus. However, the line needs to be spoken louder and more emotively, perhaps with more joyfulness or exaggeration.
MVI_8755	N/A	Over the Shoulder	Bad	Does not contain any dialogue or acting and is more behind-the-scenes than short film-based.
MVI_8756	Scene 2, Shot 39, Take 1	Over the Shoulder	Good	Samuel thanking Ella for saving him. Reflects my storyboard and the dialogue is well said. I feel that the "You did" could be a little more rejoiceful or exaggerated (like a gasp or surprise).
MVI_8757	Scene 2, Shot 39, Take 2	Over the Shoulder	Good	Same as above
MVI_8758	Scene 2, Shot 40, Take 1	ECU	Average	Ella and Samuel shaking hands - handshake will need to be slowed down and there is an unnecessary pedestal downward at the end of the clip.
MVI_8759	Scene 2, Shot 40, Take 2	ECU	Good	The shot is more static which makes it more professional. Again, the handshake will be slowed down for the actual short film shoot.
MVI_8760	Scene 2, Shot 40, Take 3	ECU	Good	I prefer the speed of the handshake in this clip as it is at a slightly slower pace than the other clips.

MVI_8761	Scene 2, Behind- the- Scenes, Take 1	Over the Shoulders	Good	Moves a little and a bit uneven but otherwise good due to asking how everyone is and my voice directing cast members.
MVI_8762	Scene 2, Ella Saves Samuel Run-Through, Take 1	Over the Shoulders	Good	Showing Samuel reawaking to Samuel thanking Ella for saving him: Good framing and audio – lines spoken well.
MVI_8763	Scene 2, same as above		Average	Samuel reawakens to him thinking Ella for saving him: Needs cutting and a bit too quiet, but it could be usable.
MVI_8764	Scene 2, Shot 34, Take 3	Low Angle (ground level)	Bad	Ella runs to Samuel's aid and saves him through his viewpoint. This clip is too shaky and needs cutting. However, it might be good as a behind-the-scenes clip though.
MVI_8765	Scene 2, Shot 34, Take 4	Low Angle (ground level)	Average	Ella runs to Samuel from his viewpoint to save him. This take is better as it is soother and less shaky. However, she forgets to say "Resurrected" and laughs at the end with a little shake in the last second of the clip.
MVI_8766	Scene 2, Shot 34, Take 5	Low Angle (ground level)	Good	Ella runs to Save Samuel (from his viewpoint). Bea remembers to say "Resurrected!" and the shot is generally a very good quality due to its lighting, focus and audio. A whiter tint might sit the outdoors better than blue, but otherwise, this is my favourite take for the reasons described in this box.
MVI_8767	Scene 2, Shot 41, Take 1	Two Shot	Average	Good discussion between Ella and Samuel's character to show that the two are now friends as a result of Ella saving Samuel. However, it is mainly Ella's actor (Bea) talking with Samuel's actor smiling awkwardly. They were also unsure what to talk about.
MVI_8768	Scene 2, Shot 41, Take 2	Two Shot	Good	The conversation between the actors in his take is livelier, happier and much freer flowing. This is how I want my Two Shot of Samuel and Ella talking on a bench to look on the day of filming.
MVI_8769	Scene 2, Shot 41, Take 3	Two Shot	Average	Good Nodding from both characters but little discussion from Samuel's actor.
MVI_8770	Scene 1, Shots 7/8/10/11/12/13/20, Take 1	OTS – Samuel's Viewpoint	Bad	Great acting of Ella and her best friend chatting before their exam, but the shot was interrupted by passing students (causing a shaky cam because I did not want to capture these people on film). This will need to be edited out if used for post-production. I also need to check the focus as I feel that it could have been better for this hot-reverse-shot clip.

MVI_8771	Scene 1, Shots 7/8/10/11/12/13/20, Take 2	OTS – Ella's Viewpoint	Bad	Ends WELL WITH actors walking off to their exam but they are out of focus during this clip and a Rode Video Mic will be needed for 2/02/2022 to prevent background noise – which is evident in this clip and way too noticeable.
MVI_8772	Scene 1, Shot 14, Take 1	OTS	Good	Focus improves after first two or three second and it helps to show Ella's nervousness when she fails to ask Samuel out to be her friend You can also hear my own directions which also makes it a great behind-the-scenes video.
MVI_8773	Scene 1, Shot 16, Take 1	CU	Good	The clip emphasizes Ella's nervousness/awkwardness when asking Samuel to be her friend. On 02/02/2022, do the shot through an eye-level angle and a Dutch Angle to see which works best.
MVI_8774	Scene 1, Shot 17, Take 1	ECU- Bea's Eyes	Good	Good audio and emphasis on facial expression to Show nervousness.
MVI_8775	Scene 1, Shot 15, Take 1	OTS – Ella's Viewpoint	Average	Improve focus slightly (if possible) and try to avoid doing a slow zoom, keep the frame still instead.
MVI_8776	Scene 1, Shot 17, Take 2	ECU - Samuel	Average	Good audio track for Ella's dialogue in background which could be used if this shot was reshot. I feel that this shot is brighter than the others so is thus a bit less consistent. – I will ensure that all shots are consistent with their lighting when filming on 02/02/2022.
MVI_8777	Scene 1, Shot 17, Take 3	ECU - Samuel	Good	Same as above for lighting but good expression and the stare is imposing at times.

Short Film: Production (Behind-The-Scenes)

In this photograph, I have turned the camera away from The Mall as this is often a busy location. This ensures that ONLY cast are captured on film to adhere to my Risk Assessments, alongside Legal and Ethical Considerations



Dealing with Busy Crowds in the Cedar Courtyard

When filming in the Cedar Courtyard, there were moments of busyness when trying to shoot in the Cedar Courtyard which created risk because it made more background noise and meant that people outside my project risked being caught on film. To combat this, I decided to wait for a few minutes with filming until normal lesson period so that the Cedar Courtyard could become quieter; whilst waiting, I reviewed what I still needed to shoot to ensure that I still had everything I required filming.

Broken Microphone Stand

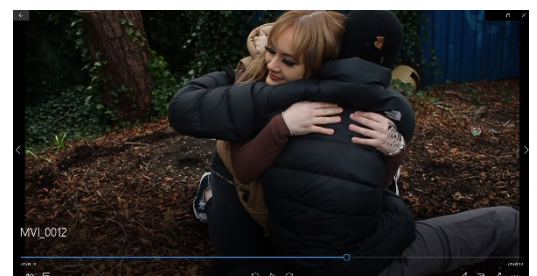
When using the NTG2 alongside filming on 03/01/2022, the microphone stand with the NTG2 placed onto it broke. Hence, I walked into Barry's equipment hire and asked for my equipment to be looked at to check if the problem could be fixed; due to a shortage of stands, L6 Media Degree Lucas Mitchell suggested that someone held the microphone stand as there was nothing else that could be done.

Here, you can see how I positioned my camera, pointing it down to point down on where Samuel would have lay down. This enables me to use a High Angle so that I can stereotype Samuel as being weak and vulnerable to symbolize his death.



Switching the Handshake to a Hug

When shooting my actual "Dreams and Dilemmas" production on 3rd of February 2022 with Performing Arts, both Cassidy (playing Ella, the protagonist) and Kyle (playing Samuel) suggested doing a hug instead of a handshake to show Samuel's appreciation for being saved. They felt that this would make the story more realistic and would better show gratefulness, gratitude, appreciation, and the romance between the two characters.



Short Film: Final Cuts

Matthew Williams Short Film – Dreams and Dilemmas

I want this short version of my short film to be submitted as it smoothly transitions between credits/opening titles and the short film sequence itself. This version also shows how I have taken on feedback from distributing my rough cuts for constructive criticism and has the most Video Effects (VFX) so that it can appeal to its target audience; and so that it can create the most interest out of all my other short film exports.



Short Film Director's Cut (Improved) – Matthew Williams

This Director's Cut has y final cut of “Dreams ad Dilemmas”, with a voiceover of myself performing a running commentary over it to describe the short film's content, and the reasons for what I included in my short film. There is no music, =meaning that we can also hear what is occurring inside “Dreams and Dilemmas” s well as my voiceover.





PROOF OF SUBMISSION

As of around 18:20 on Friday 22nd April 2022, both the “Matthew Williams Short Film – Dreams and Dilemmas” and “Short Film Director's Cut (Improved) – Matthew Williams” have been uploaded onto a Tiny URL. The said URL is located in the “Short Film Production” Dropbox, within Level 3 Media Practise Year 1” on Microsoft Teams.

Josh Sparkes is requesting files for

Please submit your short film as an MP4

Matthew Williams Short Film - Dreams a... 

Short Film Directors Cut (Improved) - Ma... 

+ Add more files

Total 2 files 434 MB

First name *

Matthew

Last name *

Williams

Upload



Hey Matthew Williams, your upload was successful!

We'll let Josh Sparkes know that you uploaded files.

Upload more

Short Film: Post-Production & Critical Evaluation

Creating and Editing My Short Film

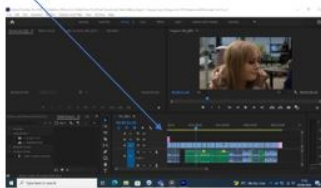
Creating my Timeline

First, I began by going into the windows search bar and typing in Adobe Premiere Pro, opening the app once it had appeared. Before beginning my project, I created my timeline, choosing 25fps and ensuring that y frame size was 1920pby 1080p to match with the settings, framerate, and frame-dimension of m original footage.

This also included naming my project: I named it as "Dreams and Dilemmas Final Cut" to make my file easy to find, making it more accessible and helping me to have more time to edit my footage due to being able to find my Premiere Project.

Inserting and Organising My Clips

Secondly, I import my video footage into Premiere and began using the Razor Tool to only keep what was necessary and to begin with ordering which footage went where. This enabled me to begin with creating my sequence so that I could replace the camera audio with a synced audio track recorded separately from my camera filming system.



Replacing the Camera Audio with ADR

Once my dialogue-based footage was organised in it correct order, I began by replacing the camera audio with another audio recording; this other audio recording has been recorded at the same time as the camera took place was easily synced in Premiere because I had used a Clapper at the start of each clip containing any spoken sound.



Creating and Editing My Short Film

Audio Editing my Soundtrack in Adobe Audition

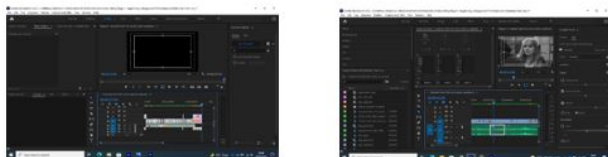
I opened a "Multitrack" session in Adobe Audition and chose 48000Hz to match with the settings of my ADR Audio Recordings. I then added my snort film with the ADR into Audio and selected "Edit to Video".

From there, I carefully added a range of Sound Effects, Music, the audio Narration to open and close the Short Film. This shows that I **met my target of improving my audio levels**, as I also made an array of audio adjustment to the levels to prevent peaking and ensure that everything blended well together. I exported this audio piece as a MP3 and referred to it as my "L3 Short Film Audio Soundtrack", saving it in my short film folder denotation to make it easy and accessible to find.



Adding the Audio Track Into Premiere

I added the new MP3 of my "L3 Short Film Audio Soundtrack" back into the Premiere Project that I had used for creating my short film sequence. All audio inside this project was replaced with my "L3 Short Film Audio Soundtrack" to ensure that my short film has a professional, cinematic, atmospheric, and high quality of audio to play alongside the visuals.



Creating and Editing My Short Film

Applying my VFX (Visual Effects)

After applying my ADR Audio Recordings for the dialogue, I added Visual Effects such as transitions to integrate between each scene – such as the flashbacks and visions in my short film (where I used Monochrome to represent the past and negative emotions/experiences felt by those at the helm). To make my shots Monochrome, I went into the "Color" workspace and lowered my "Saturation" to "0.0".

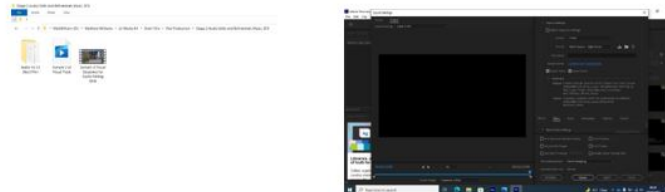
I also used the Masking Tool to show Samuel ghost entering Samuels body – connoting his resurrection and the difference between life and death. This helps us to interpret the benefits of what using your talents for good and looking out for other people can do.



Exporting my Visual/ADR Track

After creating my initial sequence through Premiere and replacing its audio with ADR, I exported my sequence (with the dialogue and all my visuals only) as an MP4 file through the settings "H.264" and "Match Source – High Bitrate". This is so that I could create a playable version of my short film to audio edit with in Adobe Audition

I named this file "Sample of Visual Sequence for Audio Editing With" so that its name was appropriate and relevant for what I wanted to use it for. This also ensured that I kept it separate from all my rough cuts as the "Sample of Visual Sequence for Audio Editing With" only contains visuals and ADR Audio.



Creating and Editing My Short Film

Adding to "Gold Cinematic" Title Sequence and Motion Graphics

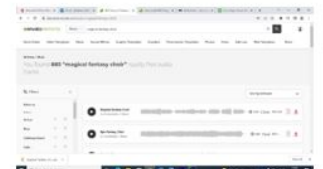
After all my audio and Video Effects had been applied to the rough-cut sequence of "Dreams and Dilemmas", I began focusing on my credits and titles. This is because I received lots of feedback from my Work Experience employers during the post-production of my short film. They felt that finding a new style of film-title to better suit my storyline would enhance my media production; I tool their advice because of them being professional of their own advertisement, media content, and marketing agency.

Before creating my titles, I researched the history of film titles and their different styles. After looking at several example, I felt inspired to use similar titles from the TV Show "Merlin", which uses gold Sans Serif titles to stereotype the wealth of Camelot, and magic.



In doing this, my employer helped me in sourcing "Gold-Cinematic" Titles through Envato.com (which lets you download royalty free music, SFX, videos/photos and motion-graphics). I then edited them in Premiere through editing the colours in Captions, retyping each set of copy, and splicing this motion graphics file necessary.

In my short film, I kept the text gold to stereotype that Ella's heart is kind and metaphorically made of gold (for instance; good will, care, sympathy, and compassion). I also made the particles a red to appeal to a female target audience and to symbolize the short film's romance and friendship.



After adding my Opening Titles and Initial Credits, I used Envato.Com to download a track of royalty music called "Magical Fantasy Choir". I used this composition of music because the denotation of a choir and high-pitched glockenspiel-like timbre made it sound mythical and magical. I also used it because the tune sounded happy (making it appropriate for children) due to the high-pitched timbre and it being in a Major Tone.

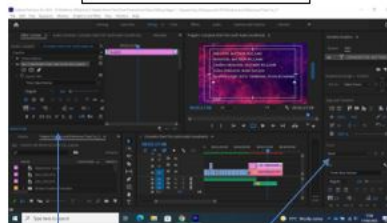
Post-Production Feedback: Short Film

Correcting my Credits:

Many people felt that my credits were hard to see due to them being too dark and blending in with the background and because some of the credits had poor focus. So, I adjusted them by creating new credits, selecting the "Roll" option and making them white so that they were easier to read. I also made them "Times New Roman" to suit my storyline and show sophistication, and increased the spacing to make them easy to read and so that they did not feel too squashed.



Original Credits



In the screenshot on the right of the screen, we can see how I used the "Captions" workspace in Adobe Premiere Pro so that they were easier to read.

Post-Production Feedback: Short Film

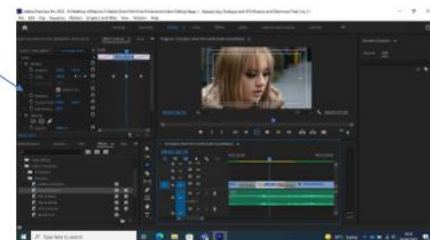
Using Key frames to zoom into Ella's Face:



The last improvement made to my short film was through Key-Frames as one person suggested zooming into Ella's face to shock her shock and disbelief after her vision of Samuel's death. To act upon this feedback, I went into the "Effects" panel on the Source Panel and tried using a "Cross-Zoom" as tis transition can be used for zooming and out of clips. However, the "Cross-Zoom" did not apply onto my clip due to me using the start of my clip, and not the end.

Alternatively, I decided to use Key-Frames to create a zoom-effect as I had recently been practising and developing my skillsets towards Key-Frames as part of Work Experience.

First, I razor-cut the relevant clip after around two seconds of it starting. I put my play-head to the start of the cut clip, and pressed the watch icon next to the “Scale. I went halfway through the clip, adjusted the Scale and pressed the watch icon next to this section to create another Key-Frame. This was then repeated at the end of the clip – meaning that my footage zoomed into Ella’s shocked facial expression at a medium/fast speed. At the end of my edited clip, I added a “Cross Dissolve” so that I could return to the original scale f the clip smoothly and create interest for my target audience.



Page 1

Creating and Editing My Short Film

Rough Cut and Feedback

After completing my rough cut, I exported my complete sequence with the “H.264” and High Bitrate settings, naming it “Rough Cut [No.] – Note of the Improvement Mad”. I named my rough cuts in this style so that I could best show evidence of how my exports developed based on feedback.

Improvements made included changing and removing some of my "iffy" transitions so that they better suited my story and showed more variety. I also more Motion-Graphics to emphasize Ella's shock and disbelief towards Samuel's death and improved my credits by making them white and Times New Roman; so that they suited my opening titles and storyline, and so that they were easier to read.

After incorporating as much of my rough-cut feedback as possible, I exported my final cut in a folder called "Final Cuts", naming it "Matthew Williams Short Film – Final Cut" so that I knew that it was my final cut, ensuring that I could submit the correct version of my short film.

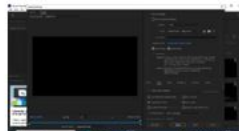


Updated Credits

Exporting my Final Cut

For exporting the Rough Cuts and Final Cut of my "Dreams and Dilemmas" short film, I chose the following settings

- **"H.264", "Match Source – High Bitrate"** – I chose these settings so that I could export my project into a single file that is playable on multiple devices. This ensured that I reduced any risk of technical issues and made my final cut accessible to watch to make it a successful media product.
- **Name** – I named my final export "Matthew Williams Short Film – Final Cut" to symbolize that I had completed my project until further notice and to name it efficiently and professionally, making it accessible and easy-to-find
- **Framerate** – I exported my project as 25fps because it matched the framerate my original and edited footage, my Timeline for video-editing had been created in 25fps and because 25fps is the standard framerate for the UK.
- **Compression/Frame-Dimensions:** I used 1920 by 1080 pixels to match the height and width of my Premiere footage and original footage (which is 1920 pixels by 1088 pixels).



Short Film Evaluation

Our short film had to include the following: Dialogue, at least two different filming locations, at least one character and a moral appropriate for children and it had to appeal to those between 6 and 19.



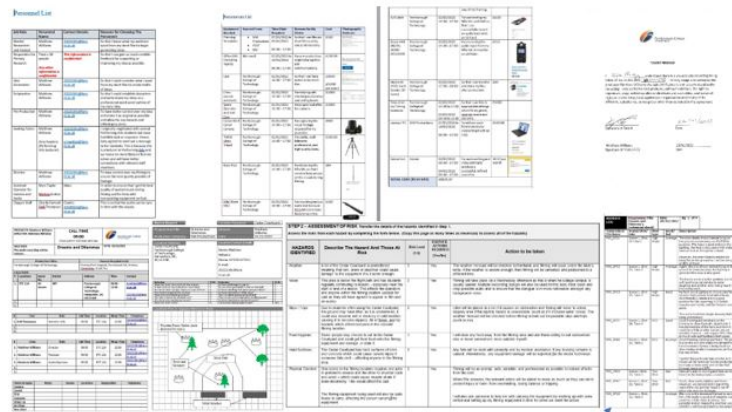
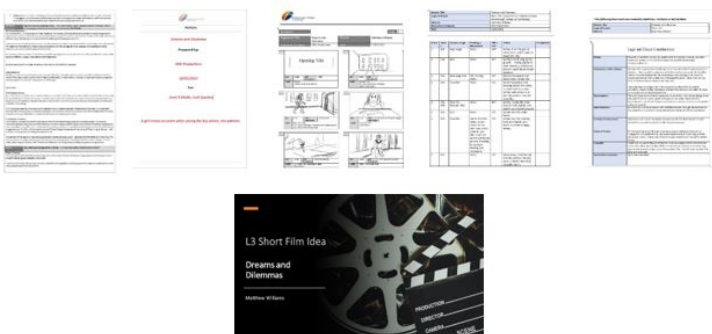
For my Secondary Research I researched short films/films/TV by considering their content, meaning and how they inspired my own ideas. Next, I created a survey for my Primary Research through Microsoft Forms – so that I could ask which ideas my audience prefer. I used Microsoft Forms because it lets autosaves your work and generates all the data into graphs, tables, and word-clouds so that it is easy to interpret.



The moral of my story is to promote friendship by making people look out for others. It also questions whether friendship or education is more important.

[illegible]

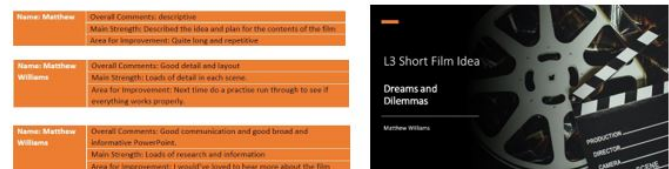
I generated my ideas through mood-boards, mind maps and an initial script. Other pre-production produced included a treatment, storyboards, shot list, proposal, resources, personnel, a presentation, call sheets, talent release forms, location recce and risk assessments.



Before pitching my short film, I did a rehearsal shoot to search for any issues and find ways of solving them to make my short film more successful. This included a scene of shot on uneven ground – which required a rehearsal for finding the best way of tackling the issue – I used the footage to fill in an Editors Rush Log.

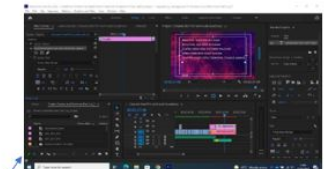



My idea was pitched on 31/01/2022 through a presentation: Issues included a lack of preparation because my PowerPoint images did not work on the interactive board. Next time, I will try to do more test runs before pitching my ideas; in my Treatment, I also altered the genre of "Magic / Fantasy" to "Drama" because "Magic" is not a genre, and because the media lecturer felt that it would reflect my storyline better.

[illegible]

ELLA: CASSIDY
BEST FRIEND: LIZZI
SAMUEL: KYLE PARRY
MERA OPERATOR: MATTHEW WILSON
OP: MARY HARRIS
ELLIE FARMER

Rough Cut with Improvisation & Correct Credits



More feedback included adding a zoom into Ella's face when realizing that Samuel is dead. However, it would not let me add a "Cross Zoom". So, created some Keyframes and editing their Scale – allowing me to zoom into Ella's face to show her shock and disbelief. 



I also learnt how to edit my project's sequence Settings because my videos kept on exporting to an incorrect frame rate. By learning new skillsets in Sequence Settings, I have rectified these projects so that they are to 1920 x 1080p.



Short Film: SMART Targets

Improving my Canera Framing:

On 29th March, I sent my music video and short film to media lecturer Golden Sie this tune as it Siaploya to gain some professional feedback towards these productive. In regard to my short film, the main improvement which Golden and I discussed was framing. This is because on Medium Close-Ups, you could see the shoulder of whoever sat next to the subject. This issue was mainly occurring during the scene where Ella and her best friend have a day-to-day conversation in the Cedar Courtyard, before their exam.

To prevent this from happening again, I will ensure that any character in a conversation scene sits further apart and not too close together. This will make it less like for someone's shoulder to be in frame because it would be further away from the subject, and hence further away from the camera.

Another way of me combating this issue will also be by using Shot-Reverse-Shot. If I could this in a reshoot of my short film, I would shoot an Over The Shoulder Shot from both Ella and Emma's viewpoint, alongside Close-Ups and Medium Close-Ups from both character's viewpoint. This would give me better contingency planning by providing with better shot to use if a particular take or shot is shot filmed unsuccessfully.



Music Video: Assignment Brief

Music Video

Criteria:

- Informing Ideas

- Problem Solving

- Technical Skills

- Professional Practice


- Communication

Music Video

Background: Music Video production is an exciting opportunity for content creators and musical artists to use visual language and creative video technology to express themselves! Many media professionals and students aspire to produce music videos. It is important to be able to work in large teams and create a product that reflects your artist/client's creative vision and target audience.

Requirements: You are being given the opportunity to produce a music video product for either a local up – and coming musical artist, or a video for a already established artist, where you will use your understanding of cinematography and visual language to appropriately represent the artist and explore the chosen song's meaning and message to the audience.

DEADLINE: 01.04.22 @ 09:00am
Showing and Feedback session: 01.04.22 : 14:25pm



Music Video

Criteria:

- Informing Ideas

- Problem Solving

- Technical Skills

- Professional Practice

- Communication


Music Video

Requirements:

You are producing a music video for either an up-and-coming local music artist or an already established musical artist (this is the one project where you can use royalty constrained music)

- ***Your music video MUST be edited in either Adobe Premiere Pro or DaVinci Resolve***
- ***Your music video MUST include at least three of the following conventions:***
 - ***Lip Syncing***
 - ***A structured narrative***
 - ***Music Synced Choreography***
 - ***ChromaKey***
 - ***Lyric interpretation/extension or consolidation of meaning***

Duration : Between 3 – 4 minutes
Target audience: 16 – 19 yr olds



Music Video

Criteria:

- Informing Ideas

- Problem Solving

- Technical Skills

- Professional Practice

- Communication

Music Video

Requirements:

Preparation:

- Artist/Market/Audience primary & secondary research***
- Idea generation (Moodboard/reference material/Mind Maps)***
- Song and lyrics analysis (identify meaning, content, imagery, narrative, style)***
- Evidence of legal and ethical considerations***
- Full Production Schedule***

Continued...



Music Video

Criteria:

- Informing Ideas

- Problem Solving

- Technical Skills

- Professional Practice

- Communication


Music Video

Requirements:

Pre – Production:

- Full video treatment***
- Storyboard***
- Shot List***
- Resources List***
- Personnel List***
- Call Sheets (for each shooting day)***
- Risk assessments (of each shooting location)***
- Location research (Research/Recces/Contracts/Permissions)***
- Talent Release forms***
- Rushes Log***

Continued...



Music Video

Criteria:

- Informing Ideas

- Problem Solving

- Technical Skills

- Professional Practice

- Communication

Music Video

Requirements:

Post – Production:

- Edit decision list***
- Behind the scenes (Photos & Video)***
- Postproduction reflective report (750 words)***

Continued...



Music Video

Criteria:

- Informing Ideas

- Problem Solving

- Technical Skills

- Professional Practice

- Communication


Music Video

Requirements:

Post – Production:

- Feedback and review documentation (to include questionnaire and critical review of rough cut and overall project)***
- Final evaluation: at least 750 words***

Postproduction Report due: 08.04.22 @ 17:00pm



Music Video: Production Requirements

Aims and Objectives of My Music Video

The purpose of my music video is to tell the story of the breakup of a meaningful relationship. This is shown through a Structured Narrative where Kyle will cheat on the main protagonist. To do this, I have split my production into two scenes: in the first one, we see the effects through a Close-Up of the main character crying, followed by a Wide Shot to show the emptiness and loneliness in her life and Two Shot of the protagonist and Kyle to connote the cause of the effect, and to create contrast. This links to the grading criteria because it requires me to use three out of five techniques. It also links to my song and primary research because Queen's songs are meaningful and evocative and tell a story, which is what I am trying to do in my music video.

The second aim of my music video is to show abstract representations, and symbolism to demonstrate experimentation and Disjunction. This is to make my music video unique and interesting to which for my target audience, alongside surprising. I plan to use this to present my music video in Open Narrative.

Treatment	
Written By:	Matthew Williams
Working Title:	Save Me
Type of Production:	Music Video
Duration:	3 to 4 minutes
Synopsis	
<i>A synopsis is a brief description of your idea.</i>	
<p>In my music video, a protagonist is in a happy, and healthy relationship with her boyfriend until she discovers something shocking about him (the cause of this shock is not revealed to create mystery). This ends their relationship, and the protagonist realizes that all her happy memories and lifestyle was a lie – however, she frequently questions herself and feels confused by her breakup.</p> <p>Eventually, both the male and female get back together to create a happy ending. This is because my Primary Research shows that my target audience want an ending which is uplifting and not too sad or macabre – this will connote an ideology that not everything has said by one survey responder) “has to be set in stone”.</p>	
Narrative Structure	
<i>This refers to the progression of events, key scenes and whether my narrative is linear, non-linear, closed, or open.</i>	
Non-Linear Narrative	
<p>I plan to show Non-Linear Narrative to emphasize the different between Evie's life during and after her meaningful relationship – this will create meaning because it will connote the protagonist as being happy when with Kyle. Alternatively, shots showing the effects of her breakup will show Cassidy as being distraught, upset, angry and depressed. This will connote a meaning that her relationship was meaningful, and that losing it is a great personal loss for her which affect her mental wellbeing.</p> <p>I also plan to use Non-Linear Narrative so that I can showcase lip-synced singing towards the lyrics to create contrast and interest, alongside a variety of shots. And at times, I wish to experiment with shots of the main protagonist wearing an eye-mask and cloak to symbolize lies and deceit.</p> <p>Non-Linear Narrative will be shown through the repetition of certain shots -such as the symbolisms of a grave with a romantic item to show the death of a relationship.</p>	
Open Narrative	
<p>I plan to use Open Narrative in the music video, because in a Mid Shot the girl enters the classrooms and stocked, shocked with her mouth open wide in disbelief. Originally, I planned to show Kyle cheating on the protagonist but have decided to not show the cause of the shock to create mystery (Open Narrative). This will denote my music video as being more open-to-interpretation so that I can create interest for my target audience.</p>	

Production Requirements and Pre-Production:

The assignment brief has asked for a 3-to-four-minute music video with no swearing or offensive language. There best be at least two filming locations, one character and the song must be from an upcoming loa artist or an established band. For the song, we ARE allowed to download our songs from the internet if using an Established Artist. We must also use three of the following techniques: lip-syncing, a structured narrative, choreography, chroma key, and lyrics interpretation.

I Have used an established artist due to creating a music video for “Save Me” by Queen. This is evident in my Artist Research where I have considered how my band would want to be stereotyped and their own style of music, lifestyle, clothing, and media content.

For Idea Generation, I have shown Secondary Research to consider how my client would want to be represented in their music video, and Lyric Interpretation through a Mood-Board by using images related to the song’s lyrics of “Save Me” b Queen as this is the song which I ultimately ended up using for my music video. Symbolisms are also included within my Mood-Board.

Further Lyric interpretation is shown through my Lyrical Analyses, Treatment, Storyboards and Shot – which also shows Lip Syncing, Choreography, and a Structured Narrative to ensure that I use at least three of the video techniques provided in the assignment brief. I have also used my Storyboards and Treatment to adhere to keeping my music video between three and four minutes long.

As you can see in my music video, I used three characters to show the protagonist being cheated on by her boyfriend. This is to make my storyline emotive, evocative, relatable, and hard-hitting for my target audience and shows that I have a least one character and above in my music video through the use of my Personnel List, Storyboarding and Shot-List.

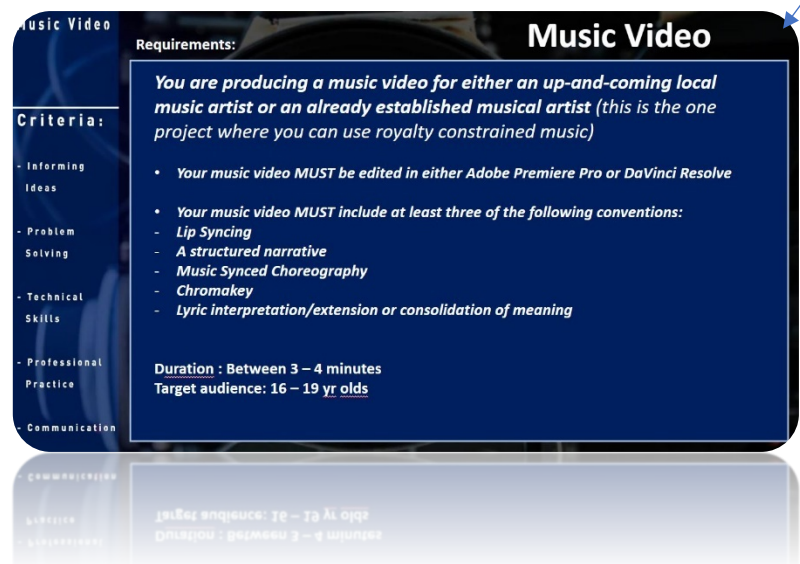
In this project, I began creating my own templates of Risk Assessment and Recces to make them more colourful whilst keeping them as professional as possible. This shows that I have met the criteria through using two different locations – this adds variety in my music video to create contrast and interest.

Deadlines and Constraints

My main constraint is timing because the music video is due on at 09:00 on 1st April 2022. To work around this deadline, my first week will involve idea generation through Artist Research, Lyrical Analyses of the chosen song, a Production Schedule, and Primary Research. In my second week, I plan to do Pre-Production of my idea, followed by Production in week in the middle of March. This means that I have time to plan and film my music video production whilst still working on this project promptly. Around a week will be provided by myself for post-production and feedback so that I can make the most out of the comments given and so that I can be as creative as possible when video-editing my sequence in Adobe Premiere Pro.

We are required to use either DaVinci Resolve or Premiere Pro: I will be using Premiere because DaVinci did not work on laptop when using it from home. This means that in the third and fourth week of my music video, I will be filming or editing when in college. The same will also apply for using production equipment such as camera, grip and lighting.

No offensive language is allowed for the production. To avoid any offensive language, all the lyrics will be thoroughly checked before I go ahead with the song, and any swear words or offensive language will be edited out in Post-Production. Too much offensive language or swearing will result in my refusing to use the relevant song. In terms song, I will be using "Save Me" by Queen because it is by an established artist and because my criteria require music from an upcoming, or established musician/s.



Target Audience

For my target audience, my assignment brief has set the age range at 16 to 19 years of age. To appeal to this age range, I will use actors between 16 and 19 so that my music video can relate to my target audience.

In relation to gender, my music video will most likely appeal to a mainstream demographic of females. This is because my music video's Structured Narrative contains genres such as Drama and Romance. This is because females are sometimes stereotypes with love, and romance.

In terms of psychometrics, my short film will relate to Reformers who seek self-improvement. This is because the breakup of relationship can make people want to improve themselves or could because they want to see improvements in how they are treated by other people. Furthermore, this music video will also relate to Strugglers to empathise with the hardship felt by the protagonist due to the death of her meaningful relationship.

Target Audience	Who will your music video appeal to? You could mention the following: age range, gender, lifestyle, hobbies/interest, psychometrics, socio-economic status etc.
Age Range:	<p>For my Music Video, the assignment brief has set my age range at 16-to-19-years-of-age. To appeal to this age range, I will be showing actors who are within the same age as my target audience. I will also be showing classrooms to connote mystery lies, deceit and secrecy. All these conventions and mise-en-scene will hopefully relate to my target audience to make my music video as successful as possible.</p>
Gender:	<p>For my target audience, I am aiming towards a female demographic. This is due to the storyline being based on romance and relationship which most people might stereotype females with. Furthermore, it will appeal to female because my protagonist is played by a female cast, meaning that female teens will be able to empathise with her more than a male demographic would and meaning that the music video's Structured Narrative will relate more to females than males.</p>
Lifestyle:	<p>This will appeal to those who aspire towards a healthy relationship, because romance and relationship are the key themes of "Save Me". It may also attract people who are strong-willed, and strong within themselves mentally and emotionally due to the heart-breaking storyline shown in my music video.</p> <p>My music Video may also appeal to Performers and Musicians. This is because the song is by a band called Queen, who are often interpreted with connotations of flamboyancy, artistry, showmanship, and theatrical-like performance, especially Freddie Mercury (who was the band's lead singer). Furthermore, my music video contains Eye-Mask and a Cape to symbolize lies and deceit; these props may relate to artist, and those in Performing Arts due to the Eye-Masks and cape being flamboyant and theatrical. Furthermore, it would also attract those who work or are into fashion due to this style of character clothing. Alternatively, seeing an Eye-Mask and cape could provide artists of all kinds and Fashion Designers with ideas on what they want their next artwork/fashion-design to look like.</p>
Hobbies and Interests:	<p>Hobbies interest for my target audience could be music because I am producing a Music Video by a very famous band. This could include aspiring musicians or those who are avid fans of the rock band Queen.</p> <p>People who are into Performing and Theatrics could be attracted to my music video due to my eye-masks and cape which could also appeal to those who like Fashion. This is because using an Eye-Mask and cape makes my music video abstract, unique, inventive, flamboyant, and theatrical.</p>
Psychometrics:	<ul style="list-style-type: none">Strugglers – In my music video, the protagonist suffers through hardship and struggle, due to the heartbreak; upset and sadness provoked by the end of her meaningful relationship – the status of her relationship and its emotional impacts are later symbolized by using romantic props by a gravestone to connote the death of the protagonist's relationship. This ideology of hardship will relate to a group called Strugglers, who often suffer from hardship (BBC bitesize GCSE "Media Studies"). This will help my target audience in empathising with the protagonist.

Music Video: Idea Development

Undergoing my Secondary/Artist Research for the UK rock band Queen:

For my music video project, I settled on doing “Save Me” by Queen due to its meaningful and emotive lyrics referencing connotations of love, tragedy, self-delusion, romance, lies and deceit. These references made it easier for me to implement a Structured Narrative not my music video, hence why I decided to choose this song.

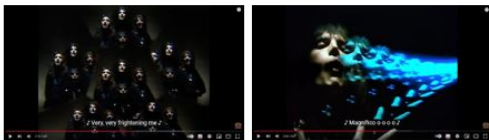
To analyse songs by Queen, I wrote concise, detailed paragraphs about their content and how it created meaning. I used these findings to portray an ideology of how Queen stereotype themselves through their music videos. What I discovered is that this artist is very flamboyant and theatrical -which inspired my story due to using romantic symbolism and eye-masks, and a cape to represent Queen’s flamboyance and the themes of “Save Me”.

Bohemian Rhapsody

Link: <https://www.youtube.com/watch?v=fJ9rUzIMcZQ>



The lyrics create mystery because they are obscure and sometimes rhetorical (“Can you do the fandango?” This is shown through denotations of shadows and sharp contrast of the high-key faces amongst a black background to create an eerie, creepy and slightly sinister feel – almost as though it is melodramatic. This helps to convey Queen’s flamboyance as a band and icon.



The mid operatic section meanwhile links with the opening as it uses the black-and-white overlays – zooming in to Freddie’s first line to make us focus on him and using prisms in front of the lens to create multiple images of the operatic bandmembers – to fit alongside the choir-like opera sections and hyperbolizes it as being very choral and operatic, giving an insight that there may have been lots of overdubbing. Meanwhile, the fading of the band’s face/s as they say “Figaro” and “Magnifico” helps to reflect the layers of vocals which blend into each other to create an echoey effect; this makes the video look smooth and sleek.

At the time, this would have been highly cutting edge and innovative because video editing did not exist and music videos (or “Music Promos” as they were often called in those days”) were a rarity.



Mystery is further connoted through the denotation of lyrics in references such as “Just killed a man”, “sent shivers down my spine, body’s aching all the time” and “Galileo, Figaro...” This shows pain and agony from the singer’s perspective, but I feel that this could be better reflected through showing a storyline relevant to the song’s lyrics – such as Freddie getting rid of his old personality to create a new one. This is because, Freddie Mercury had (at the time) reinvented himself as a flamboyant rockstar

I like how the song is unpredictable because it shows different tones and genres of music. For instance, the ballad section is a medium-pace to connote a stream of pain and agony – with green lights to relate to nature – perhaps referencing to Freddie’s body. This creates contrast to create interest for the target audience and cover as many genres as possible.



How did “Bohemian Rhapsody” inspire my music video?

For my music video Project, I analysed “Bohemian Rhapsody” because it’s denotation of Visual Effects, the song’s length, and its mysterious lyrics made this music video cutting-edge and futuristic for its time-period.

Based on the Visual Effects in “Bohemian Rhapsody”, I decided to use Multi-Framing during video editing to create interest and a wide array of Technical Skill through demonstrating my knowledge with Premiere Pro. Another reason for creating Multi-Framing was due to the Queen’s operatic, choral and orchestral quality of audio during the Opening Lyrics, and the Operatic Section in the middle of “Bohemian Rhapsody”.

As inspired my “Bohemian Rhapsody’s” overlaying and effects for the Operatic Sections, I also experimented with Eyeballing to replicate Queen’s choral-like sound. Again, this added degrees of experimentation so that I could make my music video as creative as possible.

Another technique that I used in my Final Cut was to have an Extreme-Close-Up of Freya of wearing an eye-mask over a Medium Close-Up of Freya turning away from us (with an eye-mask) – lowering ECU’s opacity and making the Medium Close-Up Monochrome in doing so. Again, this is to stereotype Queen’s flamboyancy, theatrical attitude, showmanship, and their choral-like audio quality.

Inspiration for Monochrome Lighting – “Radio Gaga”:

I analysed “Radio Gaga” as it often switches between Monochrome Lighting to show the past and an eerie address towards Dystopian Future, and colour to show Queen performing the song “Radio Gaga”.

As inspired my Music Video Project because I decided to make my own “Save Me” music video Monochrome. This is because (based on the lyrics), I filmed a Structured Narrative about the breakup of a meaningful relationship from the victim’s point-of-view. I felt that this would help to connote the sadness caused by the breakup, alongside the relationship lies and deceit.

Ultimately, I decided to only use Monochrome for some Close-Ups And Medium Close-Ups where I shot one of my actors wearing a cape and choreographing with an eye mask in the TV Studio.

This is because using Monochrome for my music video will have prevented me from best connoting lies and deceit; and would have reduced the variety of camera shots to create interest and meaning for my target audience.

Analysing “Flash Gordon”:

I decided to analyse Flash Gordon due to its being a movie soundtrack; this is an iconic, innovative, and important soundtrack as it was the first Rock/Pop-score to any movie whatsoever.

Based on this, I analysed “Flash Gordon” so that I could evaluate a wide range of different songs and how they showed their purpose. Another for analysing “Flash Gordon” was because the advertisement is theatrical due to it showing scenes from the film “Flash Gordon”. This made me consider how I should show Queen’s flamboyancy and theatrical nature through my “Save Me” music video; it also made me consider how they would want it to be stereotyped in a music video.

Radio Gaga

Link: <https://www.youtube.com/watch?v=azdwsXLMrHE>



The beat suits the music well because it is very even and does not change – suggesting that it may have been edited into a drum loop. This fits with the themes of automation of labour – as shown through the shots of the pistons and workers entering the factory. This creates a very serious, grown-up appeal but could also be seen as sinister because it is as though the workers are being controlled.

This is reinforced by the handclapping on “Radio Gaga” with the hidden faces suggesting that they could be robots. This is implied further at the end of the music video, when we see Freddie Mercury’s face appearing on a robot.



I feel that the denotation of Monochrome adds futurism to make the video unconventional – because we see the band travelling in a sci-fi city; yet it is shot as though it is in the past. Meanwhile, the video begins with symbolism and visual denotations of footage from the London Blitz – this makes the music video innovative and cutting-edge; as well as dystopian (this is because of the London Blitz, the destructed and suffering that is denotated at the start and then at the end of the music video). This is a fascinating plot twist, because it is telling a story of destruction: It makes us questions whether Queen and their factory workers are to blame for the havoc wrecked seen in their music video for “Radio Gaga”. This is connoted further by the Wide Shot (MS Framing) where Freddie is made to look as though he is pushing apart a building – this denotation and convention is being used to symbolize Queen’s influence, iconic status, and power as musicians.



Flash Gordon

Link: <https://www.youtube.com/watch?v=LfmrHTdXgK4>

In Flash Gordon, Queen have decided to use a technique called Synergy – whereby Queen is promoting both their music and the film Flash Gordon, this is interpreted through the denotation of performance video intertwined with film – connoting that Queen may have also written other film scores for Flash Gordon.

This is cutting edge as cutting in film with popular music would have been uncommon in 1980. Doing this suggests that Queen is trying to extend out of just music and into creative media and filmmaking – making the band adventurous, flexible and creative.

Queen’s use of Synergy also helps to act as a Film Trailer, because it is denoting previews of Flash Gordon’s mise-en-scene. This reinforces the purpose of film promotion and advertisement by enticing the target audience to watch Flash Gordon – achieved by not telling the whole story.



Who Wants to Live Forever?

Link: <https://www.youtube.com/watch?v=Jtpf8N5IDE>

The music video and the song combined give off a very religious mode of address; this is due to the song being minor, its lyrics, the denotation of smoke, the electric-organ music, low-key lighting and the denotations of candles. In particular, candles often symbolise life, death, resurrection, and religions such as Christianity (perhaps because candles are often seen in churches). These connotations of life, death, resurrection, revelation and religion help to give an auspicious and almost sacred tone to the music video. This could be a possible representation of Queen's status in music being holy.



This traditionalism is also represented through the denotation of an orchestra which hints at the band's possible inspiration from classical and historic music such as the Baroque Movement (which used a harpsichord, like the electric keyboard opening "Who Wants to Live Forever?"). This makes the music feel grown-up so that it can appeal to adults.

This grown-up approach is further reinforced by the mise-en-scene containing smart suits – perhaps to symbolise the band's liking of Classical Music and acting as a representation of the sophistication of those who are stereotyped with liking artists such as Mozart, Bach and Vivaldi. However, it could also be the band trying to stereotype themselves with the ideology of being professionals that take their music seriously and try to make themselves (and their music) look and sound good. This could be so that they can appeal to their target audience.



These Are the Days of Our Lives

The music video for Queen's "These Are the Days of Our Lives" is somewhat disturbing and highly tragic. This is because – despite the visual language of monochrome – Freddie Mercury is represented as looking gaunt, haggard, weak and seriously ill. This makes the music video more about Freddie Mercury and the end of his life because of his health portrayed in the music video; this makes us fear for Freddie Mercury's safety and makes us feel sympathetic towards him. Consequently, "These Are the Days of Our Lives" is thus a sad, sorrowful ballad that feels like a tribute.



The video is also minimalist because it simply shows the band performing. This helps to connote a more peaceful, relaxed mode of address that is at ease with its circumstances. It connotes that the bandmembers are restrained, calmed, relaxed, gentle and soft. This makes this song innovative and unique because many songs by Queen can often be more guitar based and heavier in how rock-heavy it is.



Perhaps the ending is the most special moment in that Freddie says the dialogue of, "I still love you." This connotes the target audience as loving, gentle and compassionate because he is telling us that he loves us, connoting that he has a genuine care for his target audience; or that he is reaching out with a friend or parent. This connotes Freddie Mercury as being romantic.

Queen Analysis – “Who Wants to Live Forever?” / “These Are The Days of Our Lives”

I chose to analyse “These Are The Days of Our Lives” and “Who Wants to Live Forever” as they have emotive, poignant, and meaningful lyrics and well as music videos which are emotive, meaningful and use a range of video effects and mise-en-scene to show themes of religion, resurrection, life, and death. This inspired me to use a prop by a graveyard to symbolise the death of a relationship for “Save Me”, alongside monochrome lighting to represent lies and deceit through eye-masks and a cape (which was inspired by “These Are The Days of Our Lives”).

Further Points

What does the title “Queen” convey?

The title of Queen conveys that the band are very regal, traditionalist, and sophisticated – which seems present through the sometimes-complex song composition. This stereotypes them with an ideology of being pompous and flamboyant as is a fitting name; its one-syllable shortness clearly shows or connotes an interpretation of wanting to be known and remembered, because using a short magisterial name makes Queen more memorable and iconic. This is even more so prevalent because the ideology just interpretation with my analysis of “Queen” gives you an idea of what the band is – creating excitement by creating target audience anticipation of the following which I have described earlier in this paragraph.



Analysing Queen's Logo

The logo matches well with its brand heading because it is connoted to be denoted as being regal, and royal-looking; perhaps symbolizing a band with massive ambitious and hinting at the ego of their belief in their music, and confidence which could be seen as extreme confidence by some.

Using a royal format adds to depths of complexity, flamboyancy and sophistication to appeal to The Upper Middle Class (doctors, lawyers, and bankers). It connotes intricacy and the time and effort put into the branding, indicating that the band were serious about their musical careers with awareness of how art and graphic design can be used to create a housing style of branding.

Incorporating Queen's Housing Style:

In my last page of Artist Research towards “Queen”, I analysed their band name and emblem which inspired my music video, because I make my storyline emotive, hard-hitting, and flamboyant to stereotype and represent the flamboyancy, showmanship and artistry connoted through Queen's branding style. To do this, I used the breakup of a meaningful relationship for creating a Structured Narrative and eye-masks to show the performances and showmanship in Queen's music videos.

I also made my copy Times New Roman because it reflects the neat, elegant housing style of Queen's band-name and made it red because Queen uses a lot of red, orange, and yellow in its emblem.



Lyrics Analyses for Save Me by Queen

The denotation of repetition connote begging, and exaggerate desperation for the writer to be saved. This could be to show a petty side; or a side fearful of what he may be facing.

Chorus Analyses

Save me save me save me
I can't face this life alone
Save me save me save me
I'm naked and I'm far from home

This line shows us that the writer is overwhelmed by his circumstances to connote an ideology of his mysterious situation being desperate, and terrible. We assume this because he "can't face this life alone", implying that the singer is suffering from trauma through a terrible event such as death, or failed romance.

"I'm naked" suggest that the writer may be cold but mainly uncomfortable – nakedness could also be a representation of feeling exposed, connoting ideology of the writer feeling weak and vulnerable.

My interpretation of this lyrics could be shown through a High Angle as High Angle's often look down on their subject to make them weaker through power play.

This denotation of past tense shows that whatever occurred is so heart-breaking that it continues to trouble the singer. This could also be to stereotype him as analytical and observant – adding connotations of intellect to appeal to the Middle Upper Class: to show the past, I could intertwine a story to create a Narrative genre of video.

Verse 1

It started off so well
They said we made a perfect pair
I clothed myself in your glory and your love
How I loved you
How I cried
The years of care and loyalty
Were nothing but a sham it seems
The years belie we lived a lie
I love you till I die

The hyperbole of "Perfect Pair" connotes that the singer was once in a meaningful relationship ("How I loved you", "I love you till I die"). This symbolises "Save Me" being a breakup song struggling to come to closure with the end of his relationship.

This metaphor makes the song meaningful by adding intellect and stereotyping the singer as poetic, and romantic/ It also emphasis his heartbreak because it suggests happier times, perhaps to ease the writer more through his pain.

The oxymoron of "lived a lie" and "love you till die" create distrust because we are no longer sure what to believe and because it suggests connotations of mystery, secrecy, intrigue, and withheld information. This makes us question what the singer's views are on his lover and whether his thoughts are battling each other because he seems obsessed and still in love but also in a slight anger at the same time.

The rhyme of "lie" and "die" alongside the alliteration of "lived a lie" helps to reinforce the song's rhythms whilst maintaining themes of struggle through negative emotions.

Here, the writer hyperbolizes his reaction towards his breakup and struggling to find closure through the hyperbole of "love you till I die". This symbolises obsession towards the singer to stereotype I'm with being unstable.

"The slate will soon be clean" metaphor creates intrigue and interest – is the writer suggesting his confidence and strength? Considering the other lyrics though, I assume that the writer is actually foreshadowing his future through non-linear narrative: by saying "will soon be clean", he is suggesting that he might be trying to find closure towards his hardship. This adds some reassurance and prevents the song from losing hope of any reconciliation or solution.

"Erase the memories" shows further proof of a protagonist ready to move on and forget about his troubles. However, this could also be seen as denial – making us question whether the protagonist should be dealing with/learning from his experiences instead.

Verse 2

The slate will soon be clean
I'll erase the memories
To start again with somebody new
Was it all wasted
All that love?
I hang my head and I advertise
A soul for sale or rent
I have no heart I'm cold inside
I have no real intent

"start again" and "somebody new" connotes realization of what has happened, and an interpretation of a writer who will always be courageous and romantic whatever happens – creating an uplifting mode of address.

This denotation of rhetorical question questions the listener by challenging the if it worth falling in love when it already failed in a relationship. This makes "Save Me" more poignant, influential, and emotive.

This infers that the singer now sees no resolution towards his problems and has decided to end life in general as shown through the hyperbole "hang my head and I advertise. A soul for sale or rent".

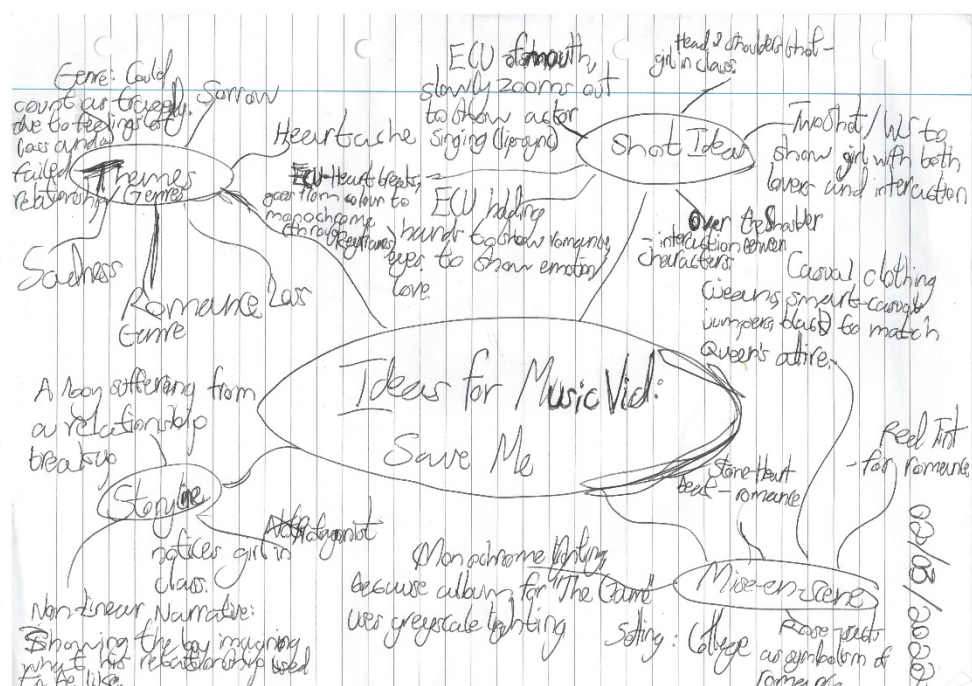
The "Advertise" metaphor infers that albeit seeing no solution but ending, the writer wants to live on tr to secure his legacy. The creates an oxymoron of naivety and contradiction – perhaps a representation of the confusion felt by the writer himself.

"no real intent" symbolises the importance of a meaningful relationship to the writer by implying the ideology of him feeling useless and worthless. This could explain his extreme, perhaps suicidal thoughts of "I hang my head".

*After the third chorus, "Save Me" returns to the first verse and then ends with a chorus.

Lyrical Analysis of "Save Me" by Queen

When analysing "Save Me" by rock band Queen (which is the song that I eventually ended up doing for my music video)., I tried to be as detailed as possible so that I explain the song's storyline, symbolism, imagery, genre and any key themes or information on character. This helped me to build a Structured Narrative through my pre-production which was relevant to "Save Me". It also helped me to write a detailed, create mood board and Mind Map which had a lot of feasible and appropriate ideas for my music video.



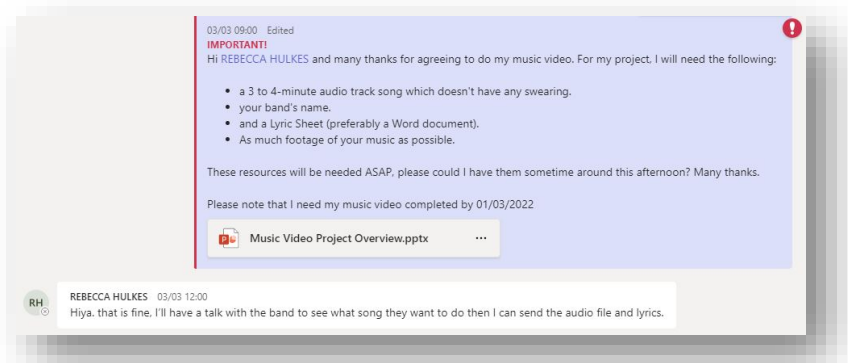
Ideas for "Save Me" by Queen



Being Approached by the FCOT Music Students

Whilst helping at an Open Event on 2nd March 2022, I was approached by music students Rebecca Hulks, who plays with a band of other music student from Farnborough College of Technology. Rebecca and her band were interested in me doing a music video for them, so I exchanged our contact details for Teams only. We agreed to communicate on Teams as this is a professional tool of communication which is used world-wide and is industry standard. Furthermore, contacting via phone is costly and expensive, and people tend to use Teams more than Outlook. There, I also exchanged the needs and requirements of my Music Video Project so that the band could productively choose a song suitable for my Music Video Project.

I had expressed interest in working with a music student to the music lecturer a day before this occurrence. I felt that working with a music student would be like working like a real-life client. This would have given me experience on what is like to work for clients in real-life making this opportunity worthwhile, educational, and more valuable.



SOLUTION TO THIS OPPORTUNITY FALLING THROUGH:

After a meeting with Rebecca Hulkes on Wednesday 9th March 2021, it has been decided that I will be doing a music video for "Save Me" as the band has pulled out of wanting to do this music video. However, I have decided to use Rebecca and a musician called Dpisum for the A2 Creative Project. This is because she has offered to find footage of her and Dipsum performing, and has also agreed to send me a audio recording of a song and its lyrics when appropriate.

“Happier than Ever”: Idea Development

On 02/03/2022, I was approached by Farnborough College of Technology’s Music Department – namely Rebecca Hulkes after a music lecturer informed her that I was doing a Music Video for my media studies.

When discussing my project with Rebecca on the same day, I informed her about the requirements set by my assignment brief and arranged a meeting for Wednesday 9th of March 2022 to discuss ideas, providing that she gave me footage of her band performing, an audio file for the song that they wanted to do, and a Lyrics Sheet for their chosen song. This allowed me to set deadlines to ensure that my Music Video Projects moved at a good pace. It also helped Rebecca and the band to understand what was required from them so that I could be as successful as possible in creating my music video.

First, I began by doing some Secondary Research into the band but could not find any footage of the band playing on YouTube other than the Artist Research that you can see to the top right of this page. So, I messaged Rebecca Hulkes and then Alan Horner (who is a music lecturer) after not hearing anything from her.

Researching Rebecca’s Band

Live in The ARIC - RAZMATAZZ

Link: <https://www.youtube.com/watch?v=eAciTwdg5AU>



Notes towards the performance:

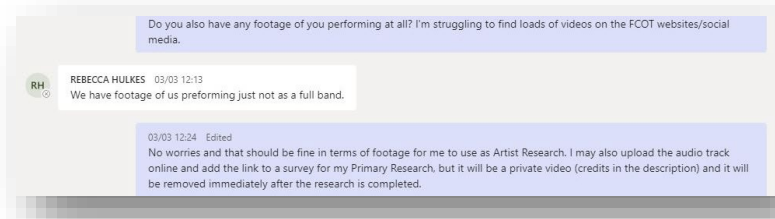
This music video is an “As-live” performance from a college campus: this helps to create a brand identity because it shows my clients wearing colloquial clothing to connote a more relaxed and casual mode of address – making the band relatable to a young target audience which aspires to the music industry.

The college is given a modern, sleek and contemporary representation due to its building containing these qualities. This helps to show the college’s expenditure on its facilities which adds in professionalism – because it connotes excellence and high quality towards its resources, helping to create a professional tone towards Rebecca and the guitarist.

Overall, this is an extremely clever song because it is mainly a vocal and acoustic in its timbre to make it minimalistic and simplistic; helping to connote a melody whose slow pace and guitar strums create a slow and relaxed tempo. This makes feel at ease and enables Rebecca and her companion to appeal to a wide target audience.

However, the lyrics are far from relaxed: It’s references to “Fascist” and “Parliament’s filled with parasites” makes this a much more political song and helps to challenge the reader – as it shows a world with a corrupt government. Further lyrics such as the verb of “broke my heart” and nouns such as “friend” infer that this originates from a much more personal mode of address, adding authenticity and intimacy to the video and explaining the serious facial expression.

The metaphor of “Monkeys with your name on lights” adds humour due to amuse its target audience – inferring that this book is also mocking the government. Meanwhile, the imperative verb of “cast your spells” makes us feel threatened because we worry for our safety. This is especially because the noun of “spells” symbolizes magic, fantasy, wizardry, and witchcraft.



03/03 18:59 Edited

IMPORTANT!

Alan Horner, I would like to begin by thanking you for mentioning my music video to Rebecca. I've tried looking up footage of her whole band playing together but have just found a clip of Rebecca and another of her bandmates playing separately.

If you do have any more footage of Rebecca's then would it be okay if you sent it to me ASAP? I remember filming Music and Performing Arts when we did the Festive Fair back in December 2021.

Many Thanks,
Matthew Williams

Chorus 1

When I'm away from you
I'm happier than ever
Wish I could explain it better
I wish it wasn't true, mm-hmm
Give me a day or two
To think of something clever
To write myself a letter
To tell me what to do, mm-hmm

This infers an ideology that the singer is in realization of her feeling and possibly has some resentment or guilt towards her feelings. I could show through a Close-Up and an insert shot with note to show her emotions/feelings.

This extract of rhyme, first-person narrative and imperative verb connotes a protagonist who is in confusion and self-delusion because this section connotes that the writer does not know what to do. This infers that she is trying to call out for help.

The denotation of a rhetorical question helps to stereotype the singer in being persuasive, convincing, intellectual, and influential – persuading us to purchase her records and aspire to her lifestyle. This is because using a rhetorical question challenges the antagonist.

The use of "interviews" also symbolizes that the artist could be referring to herself as she is an established artist and would receive many interviews as a consequence of this.

Verse 1

Do you read my interviews? Or do you skip my avenue?
When you said you were passing through, was I even on your way?
I knew when I asked you to be cool about what I was telling you
You'd do the opposite of what you said you'd do
And I'd end up more afraid
Don't say it isn't fair
You clearly weren't aware that you made me miserable, ooh
So if you really wanna know

The metaphor "skip my avenue" could be a reference to how the antagonist carelessly ignores the protagonist's feeling. This is because the protagonist describes the villain as making her feel "miserable".

These personal anecdotes act as emotive language because the denotation "miserable" and "more afraid" shows a singer who has been abused or bullied. It also connotes the antagonist as being reckless, careful, and cruel as he clearly wasn't "aware" of the consequences of his actions.

"opposite of what you'd said" acts as a contrast to the insults thrown towards the mysterious antagonist by the singer. This connotes an ideology that the antagonist is a nice stereotype on the surface but becomes more of a bully the more you learn about him. His/her nice appearance could be a juxtaposition that hides a bully-like personality. This adds mystery to interest the target audience.

Chorus 2

When I'm away from you (when I'm away from you)
I'm happier than ever (I'm happier than ever)
Wish I could explain it better (wish I could explain it better)
I wish it wasn't true, mm-hmm

The first-person narrative of "I wish it wasn't true" symbolizes regret due to how the protagonist feels towards the antagonist. This connotes that she is unhappy with how things have turned and that she is upset or in denial. It also shows confusion and self-delusion, because it acts as Oxymoron to the line "When I'm away from you...I'm happier than ever".

In this chorus, the protagonist is singing about how she is "Happier than Ever" when she is away from the protagonist.

This suggests a strong dislike or even hate towards the antagonist either because she is uncaring, unkind and mean; or because of an action which the antagonist carried out on her, a friend, relative/guardian.

The noun "Benz" create audience anticipation of the antagonist owning a Mercedes Benz. This infers that the antagonist is very rich, wealthy, and powerful – relating to The Middle Upper Class in socio-economic. However, this behaviour makes the song influential, powerful, and poignant, because it infers an ideology that money is worthless if you are in a toxic relationship.

The verb of "drunk" and metaphor of "under the influence" stereotypes the antagonist as being an alcoholic. This makes us fear for both character's safety and represents the antagonist as being a bad influence – hyperbolized further by "under the influence".

Verse 2

You called me again, drunk in your Benz
Driving home under the influence
You scared me to death, but I'm wasting my breath
'Cause you only listen to your [swear word] friends
I don't relate to you
I don't relate to you, no
'Cause I'd never treat me this [swear word]
You make me hate this city

This line suggest that the protagonist feels tracked due to how she is treated by the antagonist. As a result, the place where she lives symbolizes her former boyfriend and thus the negative traits which made her relationship as toxic as it was – causing severe trauma and anger.

This top line of the third verse infers that the protagonist's boyfriend is a bully and cruel due to the interpretation of him posting content about the singer which is to ruin her reputation. To show this in music video I could involve social media, footage of people on their phones and the protagonist reacting in an upset mode of address to a post about them on their phone through their facial expression.

Verse 3

And I don't talk [swear] about you on the internet
Never told anyone anything bad
'Cause that [swear] embarrassing, you were my everything
And all that you did was make me [swear] sad
So don't waste the time I don't have
Don't try to make me feel bad
I could talk about every time that you showed up on time
But I'd have an empty line, 'cause you never did
Never paid any mind to my mother or friends, so I
Shut 'em all out for you 'cause I was a kid

These lines suggest that the antagonist never paid any attention to the emotions or needs of the protagonist. This stereotypes the antagonist as being selfish, arrogant, ignorant, and uncaring. This is reinforced by the denotation that he forced the protagonist to "Shut 'em all out" for the antagonist. This infers that the antagonist is trying to hide something terrible as he does not want other people to find about it. Based on this interpretation, I will emphasize bad deeds, secrecy, and mystery in my music video.

This reiterates the antagonist creating a toxic relationship and putting his/her needs before the needs of the victim.

Verse 4 (Outro)

You ruined everything good
Always said you were misunderstood
Made all my moments your own
Just [swear] leave me alone

I found the Direct Address of "always said you were misunderstood" intriguing because it connotes that the antagonist may have some awareness of who he is. This reiterates that he/she uncaring he/she may be =, but also that he/she is in deep denial or trying to avoid their issues by making their moments their "own".

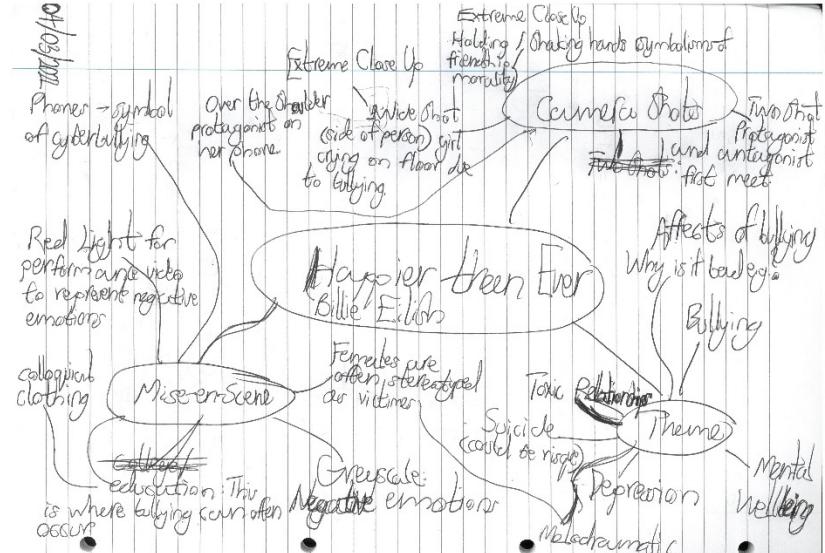
The imperative verb of "leave me alone" connotes assertive, confidence and a threatening-attitude from protagonist and that she is leaving the issues and trying to move on with her head held high. This could be shown through a sequence of Mid Shot/Long Shots of the protagonist happily living their life, and an Extreme-Close-Up and Close-Up of the singer with a moody, confident and intimidating facial expression.

Identifying the key themes of "Happier than Ever", by Billie Eilish:

Here, I have used text boxes and attached to their relevant arrows through creating arrows by selecting "Insert", "Shape". In my text boxes, I have written a detailed ideology of what each lyric means and how it creates a Narrative and the key themes of "Happier than Ever".

This has been undertaken so that I can apply a Structured Narrative into my music video so that I can create meaning through my final cut.

I have concluded that the song is about a protagonist trying to break free from his/her antagonist due to their toxic relationship and the antagonist's poor treatment of the protagonist. Based on this, I decided to base my "Happier than Ever" storyline on bullying and cyberbullying, toxic relationships, depression, and heartbreak.



After identifying the key themes of “Happier than Ever” through Lyrical Analyses, I created a Mood-Board by inserting relevant pictures into a word document using “Landscape” orientation. This allowed me to use more space so that I could insert more pictures into my Mood-Board.

For my “Happier than Ever” music video, I decided to create a Narrative where a female protagonist is stuck in a toxic relationship and is bullied until breaking free from her struggles. This is because the lyrics contained references to romance, hardship, toxic relationships, and bullying. This idea was noted down further as a Mind-Map. I n my Mind Map I wrote down the content which I would want to use for my “Happier than Ever” music video as notes so that it had as many ideas as possible a possible for me to experiment with.

Meeting Aims and Objectives	The aim of this meeting is to move forward with plans for my "Happier than Ever" music video and confirms that Rebecca's band are happy for me to do a music video for them.
Participants and Positions	Rebecca Hulkes (band-member and client)
Meeting Duration	13:10 to 14:10
Location of Meeting	University Centre Facility, Farnborough College of Technology
Apologies for Absences	Remainder of the band.

Rebecca's band has pulled out of me doing a Music Video for them, meaning that I will be doing a music video for "Save Me" from for my A1 Musi Video Instead. This is due to the time constraints of not having enough time to create and produce a new music video idea. However, any propositions for music videos from Rebecca Hulkes will be put into future consideration for my A2 Creative Project.

In this formal “Meeting Record Client Sheet”, I wrote all the notes and topics discussed during my meeting with band-member Rebecca on Wednesday 9th of March 2022, in the UCF. In my final conclusion of this document, I have had to resort back to “Save Me” as the opportunity of doing a music video for Farnborough College of Technology’s music students has fallen through.

Meeting Notes	
Points of Discussion	Meeting Outcomes
Updates on progress towards “Happier than Ever”.	Sadly, the band members have pulled out at the last minute. Hence, this opportunity has been cancelled for the A1 Music Video due to time constraints.
A2 Creative Project	<p>Rebecca has agreed to talk with Dipsun about me doing a music video for them both.</p> <p>I have decided to postpone this until the A12 Creative Project so that I can remain on-track for the A1 Music Video. However, by leaving this opportunity for the Creative Project, I am considering it for the future.</p>
Deadlines	Rebecca Hulke’s deadlines will not be till May. However, my deadlines are o the 1 st April meaning that I will not have time to start a music video between 09/03/2022 and 01/04/2022. Hence, I will need to resort to my Contingency Plan of reverting to “Save Me” to ensure that I meet my deadlines on time.
Casting	Rebecca has agreed to cast for my music video. However, I will be using Performing Arts instead and will consider the opportunity for my A2 Creative Project.

Music Video: Primary Research

A1 Music Video – Primary Research Outcomes



16 to 19



Who did I ask in my survey?

For my survey, I decided to ask a range of people between the ages of 16 and 19. This is because I am aiming for my music video to appeal to this demographic, meaning that asking people in this age range allows to gain insights into data which accurately tells me about my target audience.

This data is used for predicting what media products my target audience might like to see in the future, and to judge what they will or will not like about my idea and how they can be improved.

What do people like about my idea?

My participants liked the idea of having a storyline about someone that is distraught by the breakup of a meaningful relationship, which fits with the most popular genres for my idea being "Romance" and "Drama", reinforced further by the results shown in questions 4 and 7. As a result, I will plan to continue with my ideas of using a protagonist who is distraught by the breakup of their meaningful relationship. To do this, I will use Linear-Narrative and show shots of actions such as handholding and character interaction.



<https://www.scripps.com/files/scripps/newsroom.html>

▼ [View more](#)



Please follow the link:
<http://www.elsevier.com/locate/jmb>

Please ensure that you only pick a genre which is relevant to your favourite person. Only a maximum of two

Genre	Number of People
Comedy	10
Drama	8
Action	5



I am using this idea because the book mentions how the writer is hurt by loneliness and a

Do you like my idea?

12 *Neoglyphis*

2	Hyatt-Gardner
---	---------------

1	LUCAS + HIGHER	I study the lyrics the best
2	FRANCISCA + HIGHER	I know you like me
3	HAILEY + LOWER	It's notable we have all most likely been through that kind of situation
4	anonymous	They're "start again" with somebody, how nice it of "what?" makes me think it's a common other than the other person
5	anonymous	As it about seeing someone
6	anonymous	Remember due to the topic of love and relationships. There, because of the song being composed in the background and how the relationship goes wrong
7	anonymous	The lyrics match

A1 Music Video – Primary Research Outcomes

Many people also liked my use of symbolism: 10 out of 12 people said that they would like to see a Rose to symbolise Romance, and 11 out of 12 people also said that they would like to see a love heart to symbolizes romance, loyalty, and devotion. This makes my idea successful as it links to my storyline and shows that people like the content that I want to create.



100



<https://www.lyrics.com/lyrics/queens/saveme.html>

Yes No



14. How would you show self-delusion, lying and deceit in a music video? For instance, you could comment on:

12 Respon

1	Marion Andros	these feelings. Showing a bright light but more lies are told the light gets dimmer.
2	Ryan Davies	What the character does - post something online to embarrass the other person.
3	LAVIAH VICKERS	Fighting scene about the lies that have been told, body language showing they're being deceitful
4	FRANCESCA HAIGREEN	-
5	HARLEY TAYLOR	lighting is the best way to show emotion and a story.
6	anonymous	I'm not sure
7	anonymous	Characters actions
8	anonymous	Darkness. Props, unfolding as the character loses everything in their life. Character collapsing to floor in despair
9	anonymous	mask
10	anonymous	the character could wear all black and show he is disappointed in the person
11	anonymous	I would show a story of each person's lives. One might be happy and the other could be sad. Show the lighting on each one.
12	anonymous	Lighting and close ups

Simplifying my Primary Research

With my music video portfolio, I decided to keep my Primary Research documentation as simple and straightforward as possible so that my analysis of my target audience was easy to understand. This is shown by using the subheadings of “Who did I ask in my survey?” and “What do people like about my idea?” This makes my research successful due to its being straight-to-the point, simple and easy to interpret. This helps me to improve my idea by making it easier to understand the needs and requirements of my target audience and shows that I am asking people between 16 and 19 to relate to my grading criteria (whose target audience is set at 16 to 19 years of age for my music video project).

20. In one section, the singer says about how he has loved his partner for a while ("years of care and loyalty"). Do you think showing a watch or clock would suit this line?



What did they not like about my idea?

"Save Me" uses the lyric "years of care and loyalty": to these lyrics, I decided to show a watch because it relates to the lyrics discussed. This is because a watch could be used to show the progression of time and "years of care and loyalty" – especially if it was a gift from the protagonist's romantic partner. However, half of my target audience did not like this idea, meaning that I had to use another object to represent this instead.

For doing this, I took inspiration from one of my survey respondents – who suggested using a calendar. I chose to follow this pathway because I have a Queen Calendar at home which I could bring into college to use in my music video.

Using this calendar meant that I could advertise Queen, their music and lifestyle and their merchandise. This makes my music video innovative because Queen's music videos are focused more on the song than the band's merchandise.

Responses

Instead of the clock, show a calander with flipping pages to show years passing by. For the rose, it is used to show people starting a relationship, but here they are breaking up.

20. In one section, the singer says about how he has loved his partner for a while ("years of care and loyalty"). Do you think showing a watch or clock would suit this line?



What else did I change, and why?

I decided to add a happy ending by showing the main character and Kyle getting back together. This is because my target audience wanted a happy ending as indicated by my survey results and they found the gravestone symbolism to be very macabre.

Adding a happy ending to my music video enabled my music video to appeal to my target audience whilst allowing me to be creative in expanding my storyline. It also meant that my music video could be uplifting, emotive, and evocative for my target audience.

12. Why is it/isn't it a good idea?

12 Responses

ID#	Name	Responses
1	Manton Andras	But what would be an even better idea, is having gravestones with a heart on it to show what it is referring to.
2	Ryan Davies	A bit dramatic?
3	LATIAH VIDEOS	It works well
4	FRANCESCA HAIGREEN	it gives it a deeper meaning
5	HARLEY TAYLOR	this is a good idea as it shows that its hard to recover from something like a breakup however break ups arent always set in stone, sometimes they get back together, so try to get that message across.
6	anonymous	It can represent it well
7	anonymous	Shows death
8	anonymous	Death of a person (which is what a gravestone symbolises) is much more sinister than the death of the relationship
9	anonymous	reminds me of mitski
10	anonymous	gravestones are sad and represent death
11	anonymous	It is too exaggerating. You can still live your life by moving on. Your life has not come to an end at all. A grave stone is representing giving up on your life which is not true at all.
12	anonymous	Because life goes on

In this image above, we can see the comments by my target audience towards using a gravestone to symbolise the death of the protagonist's meaningful relationship. As most people said that I should use it and described how it can give a "deeper meaning, I decided to continue using this example of symbolism. However, I created a happy ending because many people felt that using a grave was too macabre and that life goes on, even if a relationship ends, as shown in the following quotations: "You can still live your life" / "life goes on" / "break ups aren't always set in stone, they can get back together" / "Death of a person... is much more sinister than the death of the relationship").



11. I plan to use a gravestone to symbolize the death of a relationship.

Is this a good idea?



Listening to Feedback and Appealing to my Target Audience

To show that I have listened to the needs and requirements of my target audience, I have added a happy ending to my A1 Music Video for "Save Me". This is because many of my participant's found that using a grave to symbolize the death of a relationship was "macabre" and "exaggerating". Hence, I edited my storyboard and Narrative so that we see the protagonist and her boyfriend back together at the end of the music video. This makes my music video more uplifting and prevents it from being too "macabre" for my target audience.

But what would be an even better idea, is having gravestones with a heart on it to show what it is referring to.
A bit dramatic?
It works well
it gives it a deeper meaning
this is a good idea as it shows that its hard to recover from something like a breakup however break ups arent always set in stone, sometimes they get back together, so try to get that message across.
It can represent it well
Shows death
Death of a person (which is what a gravestone symbolises) is much more sinister than the death of the relationship
reminds me of mitski
gravestones are sad and represent death
It is too exaggerating. You can still live your life by moving on. Your life has not come to an end at all. A grave stone is representing giving up on your life which is not true at all.
Because life goes on

“Save Me” Music Video: Pre-Production

Pre-Productive Foreword

Resources List

Equipment Needed:	Sourced From:	Time/Date Required	Reasons for My Choice	Cost
Song Lyrics / Audio	Google ("LyricFind") and "	Deadline has been set for 08/03/2022 at the latest	This is for doing Artist Research and generating an idea for me to produce for them. The deadline has been chosen to allow time for the band to decide on what they want from their music video. It has also been chosen this tie and date as any later would make my project rushed.	Audio Track of "Save Me" = £37.56
Idea Generation Material (Word Docs)	MW Productions and Microsoft	09:00 to 17:00 / 28/03/2022 to 14/03/2022	Microsoft offers high quality apps which can be used for Mind Maps/ Mood Board / Notes etc.	Please refer to the "Office 365 Package"
Music Video Examples	"Queen Official" YouTube Channel	09:00 to 17:00 / 28/03/2022 to 14/03/2022	"Queen Official" is an ethical and licensed channel (owned by the actual band) for official music videos by Queen. This allows me to copy and paste the link (which is legal) into a Word Document which I can use for writing my analyses of Queen Photos.	£375 I rounded £75.11 per song to £75 to make the figure easier to use. I then multiplied by five to represent 5 songs.
Meeting Room: UCF	Farnborough College of Technology	13:30 to 15:00 / 09/03/2022	This is to discuss my initial ideas with the band and persuade them to give me permissions with going ahead for my music video.	£65
Office 365 Package	Microsoft	09:00 to 17:00 / 01/04/2022	This will be used for idea generation and pre-production.	£5.30 per month
Filming Locations for Recording Performance Vid	Farnborough College of Technology	13:30 to 17:00 / 23/03/2022	This is so that I have backup film reel to use if my Narrative Footage backfires; I am also considering integrating performance footage with Narrative Footage.	£115.20
Lighting Crew	FCOT Media Department	09:00 to 17:00 / 17/03/2022 13:00-14:00	This is so that I can use the lights to enhance colour tones; music student will be required for this lighting set as it is different the h	£275

Personnel List

Job Role	Personnel Name:	Contact Details:	Reasons for Choosing The Personnel:
Artist Research	Matthew Williams	20221381@farn-ct.ac.uk	So that I know what my audience want from my short film to begin generating ideas.
Secondary Research	Matthew Williams	20221381@farn-ct.ac.uk	This is so that I can analyse a variety of music videos, techniques and conventions which will help to enhance my own music video.
Primary Research Participants	This information is confidential.	This information is confidential.	All information for this section is confidential to protect each personnel's privacy.
Idea Generation	Matthew Williams	20221381@farn-ct.ac.uk	This is to make my ideas original and authentic from my own viewpoint and perspective.
Pre-Production	Matthew Williams	20221381@farn-ct.ac.uk	To have better control over my idea and make it as original as possible and allow for any hazards and ethical grey areas.
Casting Director/s	Matthew Williams	20221381@farn-ct.ac.uk	This is so that I have control over who is in my music video project.
Actors	Cassidy Stew (protagonist) Kyle (boyfriend) Evie Marlow (Side Character)	Cassidy: 20238529@farn-ct.ac.uk Kyle: 20241342@farn-ct.ac.uk Evie: 20244940@farn-ct.ac.uk	These actors are one of them most talented out of Performing Arts Year 1 and Cassidy Stew has won many dance competitions.
Director	Matthew Williams	20221381@farn-ct.ac.uk	To have control over my filming to ensure the best quality possible of footage.
Assistant Camera Operator	Mars Taylor	Mars: 20237309@farn-ct.ac.uk	This is to have someone to help carry the equipment and double-check the framing before recording.
Assistant Producer	Marlon Andras	Marlon: 20231474@farn-ct.ac.uk	This is so that I have someone who can help to sync the audio with the visuals through using a Clapper Board.

In what order did I do my Pre-Production?

For my A1 Music Video Project, I collaborated with Level 3 Music Technology student Rebecca Hulkes but was not informed about what song she and her band wanted a music video for. During some of this week, I did my Idea Generation for "Save Me" by Queen. After this, I did a Personnel and Resources as the first part of my Pre-Production Documentation. I sorted through my Personnel and Resources first because it counted towards both "Save Me" and the opportunity with "Rebecca Hulkes". Furthermore, not knowing what song her band wanted me to do made it hard to create a Structured Narrative, meaning that sorting through my Personnel and Resources List was the most effective, professional, efficient, and productive way of spending my time for the time being.

Where was my Pre-Production most effective?

- **Keeping a steady pace – During** my A1 Music Video Project for "Save Me", I prevented myself from rushing ahead with my work by thinking my decisions through and consider any new ideas that came to mind. This ensured that I chose quality over quantity and enabled me to be as creative as possible with my A1 Music Video Project.
- **Time Management – I used my time effectively** during my A1 Music Video Project: This is because I was collaborating with Rebecca Hulkes from Farnborough's College of Technology's music department but did not receive any confirmation of what song they wanted to do. Hence, I began with planning my "Personnel List" and "Resources List" after completing my Idea Generation for "Save Me" by Queen. Consequently, I was able to use the time given for my project efficiently, productively and professionally so that I could produce documentations which would count towards Rebecca's band and "Save Me" – prevent me from redoing any work later on. This is also because without a song confirmation from Rebecca, I could not create a narrative whatsoever.
- **Development of Symbolism to show Lyric Interpretation –** Because I slowed down to prevent me from rushing ahead for the A1 Music Video Project, I was able to expand on my ideas and make my music video for "Save Me" highly creative, inventive, and imaginative. This is evident in the props that I used – such as an Eye-Mask to symbolise lies and deceit. It also gave me time to think my decision through and justify the reason for using each piece of mise-en-scene within my "Save Me" music video.

Production Schedule

DATE	EVENT/ ACTIVITY	LOCATION	PARTICIPANTS	MATERIALS TO BRING/ THINGS TO PREPARE
28/03/2022	Looking Up Songs to do a Music Video For	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	YouTube Laptop / PC
28/03/2022	Analysing Queen Music Videos (Artist Research)	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	YouTube Laptop / PC Microsoft Word External Disk Drive
01/03/2022 02/03/2022	"Save Me" Mood Board	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Completed Form Microsoft Teams Social Media
02/03/2022	"Save Me" Mind Map	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Bland Word Document External Disk Drive Research Findings
02/03/2022	Agreeing to do a Music Video for Level 3 Music BTEC students and explanation of needs and requirements	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Mind Map and Idea Notes Pen and Paper External Disk Drive

02/03/2022 03/03/2022	Researching Music by Rebecca Hulkes and bandmembers	8 Wilton Court, Farnborough, Hampshire, GU14 7EL	Matthew Williams	YouTube Laptop / PC Microsoft Word
03/02/2022	Development of my Questionnaire	8 Wilton Court, Farnborough, Hampshire, GU14 7EL	Matthew Williams	Idea Generation Paperwork Office 365, Microsoft Forms
08/03/2022	Distribution of Questionnaire for Primary Research	Farnborough College of Technology, Hampshire, UK, GU14 7EL		Microsoft Teams Facebook / Instagram / Text Laptop / PC
04/03/2022	Considering Personnel and Resources	Farnborough College of Technology, Hampshire, UK, GU14 7EL	Matthew Williams	Microsoft Teams Microsoft Word Laptop / PC
04/03/2022	Legal and Ethical Considerations	Farnborough College of Technology, Hampshire, UK, GU14 7EL	Matthew Williams	Mind Maps and Mood Boards Microsoft Word Laptop / PC
09/03/2022	Confirmation of the song which Rebecca wants to use for my Music Video	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Microsoft Teams External Disk Drive Client Meeting Records Sheet

05/03/2022	Lyrical Analyses for Happier Than Ever	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Ideas and notes for Short Film
05/03/2022	Artist Research into Billie Eilish	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Blank Word Document Completed Mind Map External Disk Drive
06/03/2022	New Mind-Map for "Happier than Ever"	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Secondary Research Notes Blank Word Document External Disk Drive
06/03/2022	New Mind Map for "Happier Than Ever"	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Pen and Paper Completed "Happier Than Ever" Mood Board
09/03/2022	Meeting with bandmembers to discuss song ideas and their thoughts on my music video	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Completed Idea Generation Material Pen and Paper Laptop / PC Meeting Client Record Sheet
06/03/2022	New Mood Board	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Completed Storyboard FCOT Shot List Template External Disk Drive
08/03/2022	Treatment	Farnborough College of Technology,	Matthew Williams	Idea Generation Materials Microsoft Word, Treatment Template

05/03/2022	Lyrical Analyses for Happier Than Ever	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Ideas and notes for Short Film
05/03/2022	Artist Research into Billie Eilish	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Blank Word Document Completed Mind Map External Disk Drive
06/03/2022	New Mind-Map for "Happier than Ever"	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Secondary Research Notes Blank Word Document External Disk Drive
06/03/2022	New Mind Map for "Happier Than Ever"	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Pen and Paper Completed "Happier Than Ever" Mood Board
09/03/2022	Meeting with bandmembers to discuss song ideas and their thoughts on my music video	Farnborough College of Technology, Hampshire, UK, GU14 6SB	Matthew Williams	Completed Idea Generation Material Pen and Paper Laptop / PC Meeting Client Record Sheet
06/03/2022	New Mood Board	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Completed Storyboard FCOT Shot List Template External Disk Drive
08/03/2022	Treatment	Farnborough College of Technology,	Matthew Williams	Idea Generation Materials Microsoft Word, Treatment Template

A1 Music Video Project – Week 1

In the first week of my project, I considered what I would want to produce a music video for, deciding to do "Save M" by Queen. This was done on the first day of my assignment so that I could quickly, swift, and professionally make a schedule for the next few weeks of my A1 Music Video Project.

The next day was spent focusing on Artist Research by "Analysing Queen Music Video". I did this over the next few days to consider how Queen would want to be stereotyped through my music video which enabled me to do a Mood Board and Mind Map – enabling to generate ideas of what my music video might look like, different shot types and key themes.

2nd of March onwards

On 2nd of March, I was helping at an Open Event and had made my Stretch lecturer aware of my Music Video Project a day before the event so that he was well-prepared for me coming over to the Music Department on 02/03/2022. During the Open Event, I approached some Music Students about doing a music video for them as they were Performing and because I do not often see the music students when at college. In the time given, I focussed on explaining my assignment And exchanging contact details so that I could spend my time effectively, productively, and professionally.

Week Two of my A1 Music Video Project

In the second week of my music video project, I did some Idea Generation and Pre-Production for both "Save Me" and "Happier than Ever" because that is the song which Rebecca Hulkes who i spoke with during the Open Event) and her band wanted me to do. This also acted as a Contingency Plan for if the music studio with music department fell-through.

		Hampshire, UK, GU14 7EL		External Disk Drive
09/03/2022	Storyboards	Farnborough College of Technology, Hampshire, UK, GU14 7EL	Matthew Williams	Treatment Printed storyboard Templates Pen and Paper
11/03/2022	Distribution of Questionnaire for Primary Research	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Microsoft Teams Facebook / Instagram / Text Laptop / PC
12/03/2022	Acting on Feedback Given to Improve any Pre-Production done so far	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Primary Research Results Pre-Production and Idea Generation Materials Laptop / PC Pen and Paper
10/03/2022	Shot List	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Storyboards Microsoft Word Shot List Template Laptop / PC
18/03/2022	Sending my Booking Forms for Kit Hire	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Matthew Williams	Microsoft Teams Booking Form Template (pdf) External Disk Drive
10/03/2022	Call Sheets for each Filming Session	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	FCOT Resources List Storyboards, Shot List External Disk Drive

13/03/2022	Location Recce	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	FCOT Call Sheet Templates Resources List, Personnel List Microsoft Teams External Disk Drive
13/03/2022 18/03/2022	Risk Assessment	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself Actors Crew	Call Sheets, Scripts Microsoft Teams External Disk Drive
17/03/2022	Filming a Structured Narrative for my A1 music video	Farnborough College of Technology, Hampshire, UK, GU14 65B	Myself Mars Cassidy Stew Evie Marlow Kyle Parry	Completed Storyboards Completed Shot List 32GB SD Card TH650 Libec Canon 550D
16/03/2022 20/03/2022	Securing permission for filming at St Peters Church, Farnborough	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself Parents Sarah Jones (admin) Yo (Office Staff)	Printed Location Release Form, Location Recce and Risk Assessment. Black Ball-Point Pen
20/03/2022	Filming my props in front of a grave at St Peters Church	60 Church Ave, Farnborough, GU14 7AP	Myself Yo (supervising)	Completed Storyboards Completed Shot List 32GB SD Card TH650 Libec Canon 550D
21/03/2022	Filming shots of my Queen Calendar and a piece of paper saying "Self-Delusion" in ETC	Farnborough College of Technology, Hampshire, UK, GU14 65B	Myself	Completed Storyboards Completed Shot List 32GB SD Card TH650 Libec Canon 550D

Week Three of my A1 Music Video Project

By the third week of my production schedule, the opportunity to work with my college's music department had fallen through so I focused on completing the Pre-Production for "Save Me". As I had started a week before, I did not become behind-schedule was able to film in at a god pace and with enough time to edit or reshoot if necessary.

Thursday was chosen producing a Structured Narrative due to me having no lessons on that day, making me feel less rushed when filming. I then used Sunday 20/03/2022 to film at St Peters Church in Farnborough due to not being needed at college or anywhere else, allowing me to film what my storyboard required whilst experiment with Focus Pulls, Camera Angles, and the props that I used. I then filmed in ETC 9 on the afternoon of 22/03/2022 as this is a quitter time of the day and because the classroom was available for this time. Alternatively, my TV Studio Shoot occurred on 25/03/2022 from 13:00 to 14:00 due to this being the time when someone was able to supervise me in the TV Studio and due to the TV Studio being available for this time frame.

26/03/2022	Rough Cut Release for Feedback from Media / relevant Music Students	Farnborough College of Technology, Hampshire, UK, GU14 65B	<i>This information is confidential to respect the privacy of those who gave me feedback.</i>	Adobe Premiere A1 Music Video project External Disk Drive Microsoft Teams
18/03/2022 22/03/2022 23/03/2022	Edit Decisions List	8 Wilton Court, Farnborough, Hampshire, UK, GU14 7EL	Myself	FCOT Edit Decisions List Template Pen and Paper Adobe Premiere A1 Music Video project External Disk Drive
31/01/2022	Final Cut	Farnborough College of Technology, Hampshire, UK, GU14 65B	Myself	Adobe Premiere A1 Music Video project External Disk Drive

Project title: "Save Me" Producer: Matthew Williams Course: L3 BTEC Extended Diploma in
Creative Media Practise

Fourth Week of my A1 Music Video Project

In the last week of my A1 Music Video Project, I focused on Post-Production through completing the editing of my rough draft. This was made easier by the fact that I had been spending a few days over my Editors Rushes Log to consider what name file should be. I had also been editing after each shoot so that I had an up-to-date video sequence of my A1 Music Video for "Save Me" by Queen.

The edit Decisions was done alongside my editing to make it as authentic and accurate possible and took around three days due to me going into specific what I did for each MVI clip and how I did it.

I sent out my first rough cuts from 26/03/2022 onwards and then again on the 19/03/2022. This is so that I could give myself enough time to gain feedback in implement into my post-production in plenty of time for the Music Video Deadline on 1st April 2022.

Treatment

Written By:	Matthew Williams
Working Title:	Save Me
Type of Production:	Music Video
Duration:	3 to 4 minutes

Synopsis	<i>A synopsis is a brief description of your idea.</i>
<p>In my music video, a protagonist is in a happy, and healthy relationship with her boyfriend until she discovers something shocking about him (the cause of this shock is not revealed to create mystery). This ends their relationship, and the protagonist realizes that all her happy memories and lifestyle was a lie – however, she frequently questions herself and feels confused by her breakup.</p> <p>Eventually, both the male and female get back together to create a happy ending. This is because my Primary Research shows that my target audience want an ending which is uplifting and not too sad or macabre – this will connote an ideology that not everything has said by one survey responder) “has to be set in stone”.</p>	
Narrative Structure	<i>This refers to the progression of events, key scenes and whether my narrative is linear, non-linear, closed, or open.</i>
<p>Non-Linear Narrative</p> <p>I plan to show Non-Linear Narrative to emphasize the different between Evie’s life during and after her meaningful relationship – this will create meaning because it will connote the protagonist as being happy when with Kyle. Alternatively, shots showing the effects of her breakup will show Cassidy as being distraught, upset, angry and depressed. This will connote a meaning that her relationship was meaningful, and that losing it is a great personal loss for her which affect her mental wellbeing.</p> <p>I also plan to use Non-Linear Narrative so that I can showcase lip-synced singing towards the lyrics to create contrast and interest, alongside a variety of shots. And at times, I wish to experiment with shots of the main protagonist wearing an eye-mask and cloak to symbolize lies and deceit.</p> <p>Non-Linear Narrative will be shown through the repetition of certain shots -such as the symbolisms of a grave with a romantic item to show the death of a relationship.</p> <p>Open Narrative</p> <p>I plan to use Open Narrative in the music video, because in a Mid Shot the girl enters the classrooms and stocked, shocked with her mouth open wide in disbelief. Originally, I planned to show Kyle cheating on the protagonist but have decided to not show the cause of the shock to create mystery (Open Narrative). This will denote my music video as being more open-to-interpretation so that I can create interest for my target audience.</p>	

<p>Lyric Interpretation</p> <p>I plan to use lyric interpretation by showing relevant symbolism through props; this is to show the emotions felt by each character and the themes that drive forward the storyline. This will enable my music video to be creative and imaginative by allowing me to think outside the box. Furthermore, in instances (such as the denotation of name card) it will simplify the themes and emotions of my music video so that it is more relatable to a wider target audience.</p>	
Music Video Genre	<i>This refers to what type of music video I am producing and how my conventions will show the relevant genres:</i>
<p>Narrative</p> <p>I plan to make my music video a Narrative one so that I can tell a story. This will allow me to show genres of romance and drama to tell the story of how a meaningful relationship ends. This will make the music video more poignant, emotive, and meaningful. This will make my music video more successful towards a female target audience and will make it more relatable; because it will be based on things which relate to realism.</p> <p>As Live Performance</p> <p>As part of the story, I plan to have some shots of the girl on the bench miming along to “Save Me”. This will create meaning by making the music video more personal, intimate, authentic and meaningful for my target audience. This will help to connote an ideology that the whole music video is a story from the female protagonist’s perspective so that my music video can empathise with a female target audience.</p>	
Setting	<i>This refers to where my music video takes place, and why it occurs there.</i>
<p>Cedar Courtyard</p> <p>I plan to use the Cedar Courtyard to show character interaction between the protagonist and Kyle, and Kyle with a new girlfriend. This is to show the progression of events so that we can empathise with the protagonist, because we get the feeling that she has lost the love of her life. This will also remind the target audience of how fragile love and romance can be.</p> <p>In an Over the Shoulder shot, we see the protagonist walking past Kyle and his new girlfriend – shoving the new girlfriend’s shoulder in doing so. This is to show the anger, depression and sadness prompted by the protagonist; a relationship breakup – making us sympathise with her.</p> <p>Wooden Benches / Park Bench</p> <p>I plan to use this filming location to film the protagonist miming along to the song with choreography if possible. This is because using the outdoors could be used to show romance, and a naturalistic mode of address to make the music video feel more credible. This would also help to show escapism – which would relate to my music video narrative because it is based on a girl who is reminiscing about the breakup of her meaningful relationship.</p> <p>Corridor</p> <p>I plan to use the W-Block Corridor to show Cassidy, sitting and crying by a brick wall. This is to show the effects of the end of her relationship – so that we can sympathise with her and to reinforce this music video as being from the protagonist’s perspective. This will connote an ideology of the protagonist’s former-relationship being meaningful, poignant, evocative, and emotive – making its breakup hard-cutting, poignant and evocative to the viewer.</p> <p>TV Studio</p> <p>I plan to use the TV Studio to show Cassidy wearing a cloak and black eye mask (due to the denotation of Monochrome), with a smoke machine to enhance my narrative. This will create meaning because it will</p>	

KEY SCENES

Scene 1 – Flashbacks of a Former Relationship

In the opening of the song, we see the girl sitting on the bench alone, and then with her partner to show what her relationship used to be like. This is to show a progression of time through Non-Linear Narrative so that I can show the music’s story through Cassidy’s narrative. This will make my music video feel more personal, intimate, and authentic.

Scene 1 – The protagonist discovers something shocking

For this section, I plan to show a Mid Shot of the protagonist walking into a room, followed by us focusing on the character’s facial expression: the cause of this shock is left out to create mystery and audience anticipation. This is to reflect the mystery, secrecy, lies, and deceit referenced throughout the lyrics of “Save Me”, creating distrust as a target audience.

Scene 2 – The Effects of Lost Love

In this scene, we see the girl’s negative emotions as an effect of her breakup. This is to show each event links to create cause and effect towards my storyline – making it more credible and believable.

This scene will make us sympathise with the character and feel sorry for her, creating distrust towards everyone else. This will also connote how meaningful the relationship was and that its breakup is a big loss for her connoting an evocative and emotive mode of address.

Scene 2 – A Happy Ending

Based on the survey results for my Primary Research, I have decided to show a happy ending by making Kyle reach out to the girl and start this meaningful relationship with Evie again. This will create meaningful because it will recreate trust towards each character and will make us empathise with each character in my music video – hence removing any sadness as a result.

I plan to use this ideology to create an uplifting and motivational mode of address, by connoting that not all things have to be set in stone; and that people can get back together and get through tough times.

Production Techniques	<i>Towards my music video, I will be using at least four music video techniques provided from the assignment brief. Here they are below:</i>
<p>Lip Sync / Miming</p> <p>For the music video, I will show shots of the protagonist singing “Save Me” to connote an ideology that she is singing about her own life experiences. This will help to make my music video feel more authentic, personal and intimate for my female target audience – making the Narrative Structure much easier to follow and much more relatable.</p> <p>Choreography</p> <p>When the protagonist does her miming, I plan for her to choreograph some actions along to the lyrics. This will help to make the music video modern, current and relevant because many music videos today have choreography and dance in them. This will also add innovation to my music video because my target audience might not expect to see Choreography in a romance video.</p> <p>A Structured Narrative</p> <p>I plan to use Narrative Structure so that I can use my music to tell a story; this will make my music video creative, and imaginative to create interest for my target audience. This will help me to make each character more relatable and attract my target audience so that my music video can also feel like a short film.</p>	

In Pages 2 and 3 of my treatment for the music video of “Save Me”, I have included a section which says “Production Techniques” which is based on my grading criteria. I have added this section because my grading criteria have asked me to use at least three out of the following techniques: lip-syncing, a structured Narrative, lyric interpretation, choreography and chroma key.

I have decided to use a structured narrative, lip-syncing, lyric interpretation, and choreography in my music video – writing these techniques in my “Production Techniques”. This demonstrates that I have used at least three of the provided music video techniques from my “Project Overview”.

<p>connote mystery, secrecy, and deceit – making us mistrustful whilst reflecting the meaning behind the lyrics of “Save Me”. I plan to use a smoke machine to reinforce this meaning and create a dreamy, heavenly effect to make my music video dreamy in parts – this could also be a representation of fire which often symbolizes anger (which is coherent to how the protagonist feels towards the breakup of her meaningful relationship).</p>	
<p>Graveyard I plan to film Low Angles of a grave with items that symbolise romance. This will help to connote an ideology of the protagonist’s relationship being dead and non-existent – creating a meaningful, emotive, poignant mode of address which gives a clear presentation of the sadness and lack of hope felt by the protagonist.</p>	
Sound / Music	<p><i>Explain the audio in your media product. What music will you be using? What SFX will you use? How will it create meaning, and atmosphere?</i></p>
<p>For my music video, I will be using a song by Queen called “Save Me”. This is because its lyrics are highly emotive and use imagery to make the song poignant, emotive, sympathetic, poetic, and intellectual. This will enable me to create a music video based on romance and drama due to its being about a meaningful relationship – it will also question the audience on what phrases mean to create a compelling music video.</p>	
<p>The genres of romance and drama will enable my music to remain relatable as it is something which most of my target audience will have experienced before.</p>	
Characters	<p><i>What will each character look like? What are their character motivations?</i></p>
<p>Cassidy (protagonist) Evie will be the main character for my music video: In my story, she is in a meaningful relationship which ends abruptly – causing heartbreak and pain. This will add romance and drama to my music video so that my song is mace to feel more evocative and emotive, as well as relatable for those who may have been in a relationship or may aspire to a relationship (such as Aspirers).</p>	
<p>She is also the main character because she will be in most of the shots for my music video, and because she will be lip-syncing to the song in some scenes. This will help to make my music video feel more personal, authentic, and intimate for my target audience.</p>	
<p>I plan to shoot Evie wearing an eye-mask and a cloak in the TV Studio. This is to stereotype her as being confused and illusive because lies and deceit are emphasized through the lyrics – stereotyped through the ideology that the protagonist is led to believe that Kyle of is the love f her life (“years of love and loyalty were nothing but a sham, it seems”).</p>	
<p>Kyle Parry (antagonist) Kyle is the antagonist because he breaks up with Cassidy – the cause for this action is left unsaid so that I can create mystery and make my music video more open to interpretation.</p>	
<p>In the song, I will stereotype Kyle as being able to move on quickly with events with little emotions – this will help to emphasize the themes of lies and deceit but will also create disappointment towards him because the singer was led to believe that her relationship was a meaningful one with the love of her life.</p>	
<p>I would like Kyle to wear black and white clothing to stereotype him as being the antagonist. This will make the character more relatable and music video easier to follow, because it will give us hints as to the role of each character.</p>	

Target Audience	<p><i>Who will your music video appeal to? You could mention the following: age range, gender, lifestyle, hobbies/interest, psychometrics, socio-economic status etc.</i></p>
<p>Age Range:</p> <p>For my Music Video, the assignment brief has set my age range at 16-to-19-years-of-age. To appeal to this age range, I will be showing actors who are within the same age as my target audience. I will also be showing classrooms to connote mystery lies, deceit and secrecy. All thee conventions and mise-en-scene will hopefully relate to my target audience to make my music video as successful as possible.</p>	
<p>Gender:</p> <p>For my target audience, I am aiming towards a female demographic. This is due to the storyline being based on romance and relationship which most people might stereotype females with. Furthermore, it will appeal to female because my protagonist is played by a female cast, meaning that female teens will be able to empathise with her more than a male demographic would and meaning that the music video’s Structured Narrative will relate more to females than males.</p>	
<p>Lifestyle:</p> <p>This will appeal to those who aspire towards a healthy relationship, because romance and relationship are the key themes of “Save Me”. It may also attract people who are strong-willed, and strong within themselves mentally and emotionally due to the heart-breaking storyline shown in my music video.</p> <p>My music Video may also appeal to Performers and Musicians. This is because the song is by a band called Queen, who are often interpreted with connotations of flamboyancy, artistry, showmanship, and theatrical-like performance, especially Freddie Mercury (who was the band’s lead singer). Furthermore, my music video contains Eye-Mask and a Cape to symbolize lies and deceit; these props may relate to artist, and those in Performing Arts due to the Eye-Masks and cape being flamboyant and theatrical. Furthermore, it would also attract those who work or are into fashion due to this style of character clothing. Alternatively, seeing an Eye-Mask and cape could provide artists of all kinds and Fashion Designers with ideas on what they want their next artwork/fashion-design to look like.</p>	
<p>Hobbies and Interests:</p> <p>Hobbies interest for my target audience could be music because I am producing a Music Video by a very famous band. This could include aspiring musicians or those who are avid fans of the rock band Queen.</p> <p>People who are into Performing and Theatrics could be attracted to my music video due to my eye-masks and cape which could also appeal to those who like Fashion. This is because using an Eye-Mask and cape makes my music video abstract, unique, inventive, flamboyant, and theatrical.</p>	
<p>Psychometrics:</p> <ul style="list-style-type: none"> • Strugglers – Iny my music video, the protagonist suffers through hardship and struggle, due to the heartbreak; upset and sadness provoked by the end of her meaningful relationship – the status of her relationship and its emotional impacts are later symbolized by using romantic props by a gravestone to connote the death of the protagonist’ relationship. This ideology of hardship will relate to a group called Strugglers, who often suffer from hardship (BBC bitesize GCSE “Media Studies”). This will help my target audience in empathising with the protagonist. 	

<p>Evie Marlow (side character) In the music video, it is hinted that Kyle goes out with Cassidy after the breakup of his relationship. I plan to show this ideology to connote the antagonist as being uncaring and unfaithful – making us question the character motivations of all the characters and creating distrust to create a more exciting and thrilling music video. This makes us fear for each character’s safety and makes us wonder how we might be mistreated.</p>	
<p>Mystery will also be shown because little is revealed about this character. I aim to use Mystery to create interest towards character motivations and stereotype, and the cause and effects of what the character will do next. This will intrigue my audience to create curiosity and will make my music video more exciting.</p>	
Editing Techniques	<p><i>How will you use post-production techniques to engage your target audience?</i></p>
<p>Cutting to The Beat For my music video, I plan to Cut-To-The-Beat. This is to maker my music video snappy and lively so that it can be engaging for my target audience and so that it can add pace and rhythm. This will create a sleek music video because it will help me to sync the visuals accordingly with the “Save Me” song.</p> <p>However, I plan to rely too much on Cutt-Oto-The-Beat as I want my music video to be as original, innovative, and unique as possible. Further, overuse of Cutting-To-The-Beat will make my video less effective because it will make my Cutting-To-The-Beat feel more repetitive, and predictable.</p>	
<p>Dissolves For some scenes, I plan to use dissolves: For instance, the first shot sees a Close-Up of Cassidy on was wooden bench, which then cross-dissolves into a Two of her on the bench, followed by a Cross-Dissolve of Cassidy and Kyle chatting and laughing together happily. This will be to show a dreamy effect and connote my music video as being smooth, sleek, and blending well together. As this is often uncommon in music videos, it will make my own music video innovative and unconventional in places. This will help to make my final cut more unique.</p>	
<p>Monochrome I plan on using Monochrome Lighting to express the sadness, despair and misery caused by the breakup of the protagonist’s meaningful relationship. This will help to create interest for my target audience and connote my music video as being cutting-edge, innovative, and unique from the rest – reflecting Queen’s flamboyant and theatrical approach towards the production of music videos. Furthermore, the denotation of Monochrome will enable help to create mystery, and secrecy to symbolize the themes of lies and deceit. This will create mistrust and interest for my target audience.</p>	
<p>Layering and Opacity For one scene (where I show Cassidy crying in a hallway), I plan to use a Close-Up of the sitter’s sad face, with an Extreme-Close-Up of the sitter’s eyes over it. To make both shots visible, the Extreme Close-Up will have a lower opacity than the Close-Up. This is to create a ghostly effect that connotes this shot as being dreamy. It could also be used to represent confusion – making both shots are colliding with another to create a ghostly effect – this shows how the protagonist is distraught, bewildered, confused and in self-delusion towards the end of her relationship; and how she should cope with it.</p>	

<ul style="list-style-type: none"> • Mainstreamers – My music video will appeal to a Mainstream-female target audience of teens and young adults because it uses a storyline which most people will have been through in some point of their lives. This is because most people will have been cheated on will have experienced some form of hardship at some point in their meaningful relationship. Furthermore, many Mainstreamers between the ages of 16 and 19 will also be aspiring to a relationship and perhaps a family.
<ul style="list-style-type: none"> • The Resigned – Due to “Save Me” being from 1980 and the storyline being about the breakup of a meaningful relationship because the protagonist is cheated on, my music video might appeal to The Resigned. Despite often being stereotyped with the elderly, The Resigned would only include teens/young adults for my music video and perhaps the middle aged or those in their 50’s and 60’s due to how long ago “Save Me” was released in the music charts.

Different Forms of Discrimination:

In my “Discrimination” subheading, I have listed as many types of description as possible by typing in the relevant Cell and putting the examples of discrimination in boxes.

This is because discrimination do not always have to be stereotyped with race but can also revolve around sexism, age etc. For instance, Sexism has become particularly notable with the cases of producers such as Havey Weinstein.

I feel that is important to produce and counteract/prevent ALL forms of discrimination to adhere to the social standard of our modern world in the twenty-first century. This makes my “Save Me” video more ethical and better at preventing legal issues.

Project Info	
Director	Matthew Williams
Production Company	MW Productions
Production Title	Save Me
Type of Production	Music Video
Date	04/03/2022

Legal and Ethical Considerations	
Privacy	There will be clear communication and meetings to address any privacy concerns or required permissions. In m coursework, I will not extract personal information that bandmembers feel uncomfortable with me having.
Defamation / Libel / Slander	All lyrics will be checked thoroughly upon receiving hem to ensure that there is not any defamation, libel or slander which may cause harm to other people. This will also be to look out for swearing – which I will not allow in my music video.
Discrimination (including racism, sexism, agism, discrimination against special needs etc.)	All lyrics will be checked to ensure that there is no discrimination or defamation against group of people. In finding any discrimination, I will address this to the band and my tutor or Learning Assistant. Any discrimination puts the song at risk of being dropped.
Data Protection	I am planning on uploading my music video to YouTube to use for my Primary Research and to show on my portfolio.
Freedom of Information	Only relevant information will be released including: the band’s name, what each personnel and and their surname and forename.
Codes of Practise	All planning will be well-prepared and carefully considered before proceeding. In particular, filming at St Peters shall require the following before filming there: <ul style="list-style-type: none">• A Location Release Contract with written permissions for filming at St Peters.• A recce and Risk Assessment for filming at St Peters Church with written permissions.• Consideration into potential hazards and ethical issues of filming at a Graveyard and how to combat them.
Copyright	The music video for “Save Me” MUST NOT be shared with online or with anyone who does not have permission to share the music video.
	The music video will start with the band name and will follow that band’s branding/housing style. There will also be rolling credits and a disclaimer that states that my music video is for educational purposes ONLY.
Any Further Comments	No further comments needed.

Copyright and Distribution Management of my Final Cut

For my A1 Music Video, we were allowed to download songs from the internet as we given permission by our tutor and course manager Josh Sparke. However, this creates Copyright issues due to not asking the band for permission to use the song first. In response to this, I decided to ensure that it is NOT shared online (as shown the in Legal an “Ethical Consideration” table above for my music video). I have also made this clear to all personnel who have the Final Cut.

For choosing who to share my final cut with, I have only picked those that want to use my Music Video as part of their own portfolios.

Storyboard Page 1

Programme Title	Save Me by Queen	Director	Matthew Williams
Production Company	MW Productions	Date	09/03/2022

1

Whole camera moves down till the sitters' face is in frame.

Dur: 1 sec Shot Description: Extreme Close Up

Audio: Music (Verse 1): "It started off..."

2

Protagonist's head looks down in sadness and sighs.

Dur: 1 sec Shot Description: Extreme Wide Shot

Audio: Music (Verse 1): "They said..."

3

Evie and Kyle chatting/laughing on a wooden bench.

Dur: 2 secs Shot Description: Two Shot

Audio: Music (Verse 1): "made a perfect pair"

4

Kyle and Evie's met and hold onto each other.

Dur: 2 secs Shot Description: Close-Up

Audio: Music (Verse 1): "I clothed myself"

5

Kyle and Cassidy walk towards us.

Dur: 1 1/2 secs Shot Description: Two Shot

Audio: Music (Verse 1): "glory and your love"

6

Thump gently strokes the love heart.

Dur: 1/2 sec Shot Description: Extreme Close Up

Audio: Music (Verse 1): "How"

7

Both character's exchange love hearts.

Dur: 1/2 sec Shot Description: Close Up

Audio: Music (Verse): "I"

8

Cassidy and Kyle exchange love hearts.

Dur: Shot Description: Two Shot

Audio: Music (Verse 1): "loved you"

Storyboard Page 2

Programme Title	Save Me	Director	Matthew Williams
Production Company	MW Productions	Date	10/03/2022

9

Dur: 1 sec Shot Description: Long Shot

Audio: Music (Verse 1): "How I"

10

Dur: 1 sec Shot Description: Extreme Close

Audio: Music (Verse 1): "Cried"

11

Pages flip down and have important dates such as "First Met".

Dur: 4 secs Shot Description: Extreme Close Up

Audio: Music Verse ("years of care and loyalty...")

12

Pedestal movement downwards

Dur: 6 secs Shot Description: Low Angle

Audio: Music Verse ("love you till I die")

13

"Save Me..."

Dur: 4 Shot Description: Extreme Close Up

Audio: Music ("Save Me...")

14

Choreography

Dur: 10 secs Shot Description: Head and Shoulders

Audio: Music ("Save Me")

15

Protagonist moves head to one side and eye-mask to the other. They look shy and avoids our view.

Dur: 5 secs Shot Description: Head and Shoulders Shot

Audio: Music ("I can't face this")

16

Dur: 5 secs Shot Description: Extreme-Close-Up

Audio: Music ("I'm alone...")

How I did my storyboard:

In these three pages of storyboarding for my "Save Me" music video, we can see how the main character is in a meaningful relationship but finds out that his/her partner is cheating on him/her. This is so that my music video can relate to my lyrics, show lyrics interpretation, and show a structured narrative.

To create these storyboards, I printed out some hard-copy storyboards, drew my images in pencil, scanned in my sketched copies and then added the relevant pictures into Farnborough College of Technology's "Storyboard" template by copying and pasting it into the relevant document and cropping it to ensure that I only had what was required in the shot. This allowed me to experiment with my drawings and ideas and think about what I wanted my final cut to look like.

It also enabled my drawing to be detailed and informative so that I knew what I needed to film, and how to film it on the day of filming. This is reinforced by the use of arrows, notes, and annotations to emphasis the important details per shot.

Storyboard Page 3

Programme Title	Save Me	Director	Matthew Williams
Production Company	MW Productions	Date	10/03/2022

17

The protagonist enters the room and suddenly stops in shock.

Dur: 2 secs Shot Description: Mid Shot

Audio: Music ("Save Me, 'Save...")

18

Choreography

Dur: 5 secs Shot Description: Head and Shoulder Shot

Audio: Music ("Me, Save Me, 'Save...")

19

Evie is paralysed in shock.

Dur: 1 sec Shot Description: Head and Shoulders

Audio: Music ("I'm")

20

Evie remains paralysed in shock.

Dur: 2 secs Shot Description: Close-Up

Audio: Music ("I'm from home")

21

A tear runs down the sitters' cheek.

Dur: 5 secs Shot Description: Extreme Close Up

Audio: Music ("home")

22

The shot slowly zooms out to create interest.

Dur: 2 secs Shot Description: High Angle

Audio: Music ("I'm the slate")

23

Evie cries by a wall due to heartbreak.

Dur: 1 sec Shot Description: Low Angle

Audio: Music ("will soon be clean")

24

Evie looks at the love letter sadly - remembering better times and her former relationship

Dur: 2 secs Shot Description: Low Angle

Audio: Music ("I'll erase")

Here, I have made the cells for the column/row headings a pale blue. This makes the Shot List look appealing to motivates me into completing it, because the denotation of colour makes it look positive. To prevent this from becoming unprofessional, I have avoided using any colours which may be considered as garish.

In this topic table, I have added information which tells the camera operator about what they are shooting. This is to give a clear idea of how the footage will be used, and to ensure that all my Rushes are organized into their correct folders after production.

Here, I have added a "Location" column where I enter where I am filming the relevant clip. This helps me to know where and what I am meant to be filming so that my filming shoot are efficient, productive, and

Shot List

Project	"Save Me" Music Video
Type of Project	Music Video
Director	Matthew Williams
Production Company	MW Productions
Date	16/03/2022

Scene	Shot #	Camera Angle	Framing / Movement	INT / EXT	Action	Location	Date of Completion
2	31	Over the Shoulder	I couldn't get hold of a Gimbal due to a lack of training – camera was handheld instead.	EXT	Evie's Viewpoint: Kyle walks with Cassidy down the mall – the protagonist is walking the opposite way (towards Kyle). Both the protagonist and Kyle collide, with Evie's shoulder shoving Kyle aggressively.	Cedar Courtyard	17/03/2022
2	32	Over the Shoulder	I couldn't get hold of a Gimbal due to a lack of training – camera was handheld instead.	EXT	Cassidy's Perspective Kyle and his Cassidy walk past protagonist, whose shoulder shoves straight into that of Kyle.	Cedar Courtyard	17/03/2022
1	5	Two Shot	Static	EXT	Kyle and Cassidy walk down the mall, holding hands happily, laughing and in lively conversation.	Cedar Courtyard	17/03/2022
1	8, 49	Two Shot	Static	EXT	Kyle and Cassidy give a Love Heart to each other compassionately to show devotion and romance.	Cedar Courtyard	17/03/2022
1	7	ECU	Static	EXT	Cassidy and Kyle exchange love hearts lovingly.	Cedar Courtyard	17/03/2022
1	6	CU	Static	EXT	Cassidy's finger stroking/holding love heart.	Cedar Courtyard	17/03/2022
1	4	ECU	Static	EXT	Kyle and Cassidy hold hands to symbolise romance.	Cedar Courtyard	17/03/2022

How I did my Shooting

My shooting order was based on the location required for my music video. For instance, I decided to shoot on the nearest locations first.

As the Cedar Courtyard was my nearest filming location, I filmed there first. This made, my filming shoots efficient, productive, and meant that instead spending time transporting equipment, I had more time to film my music video instead. This is also because we remained one location per scene and that we could transport our equipment without rushing only when necessary.

1	17	Mid Shot	Static	INT	Cassidy into a dark room but stops immediately in shock and disbelief.	Classroom	17/03/2022
2	19	Head and Shoulders Shot	Static	INT	We focus on the shock and distraught expression of Cassidy's facial expression.	Classroom	17/03/2022
1	20	CU	Static	INT	We focused on the shock and distraught expression of pogramist's face.	Classroom	17/03/2022
2	30	CU	Static	INT	Cassidy opens a letter with a note saying "delusion".	Classroom	22/03/2022
2	24	Low Angle	Static	INT	Cassidy stares down at a love letter/romantic drawing with a blank expression and in sadness. She is upset by the loss of her relationship but is also angry.	Classroom	17/03/2022
2	25	CU	Static	INT	Cassidy scrunches up the love letter aggressively.	Classroom	17/03/2022
2	26	ECU	Static	INT	The romantic drawing/love letter shoots into the bin.	Classroom	17/03/2022
2	11	CU	Static	INT	The pages of a calendar (with important dates marked) are flipped downwards.	Classroom	22/03/2022
2	27	Over the Shoulder	Static	INT	We see the protagonist looking at her social media feed.	ETC	17/03/2022
2	29	Cowboy Shot	Static	INT	Cassidy is typing on her laptop, staring blankly whilst looking troubled.	ETC	17/03/2022
2	39	Over the Shoulder	Slow Zoom In	INT	Kyle sends a text to Cassidy along the lines of "Shall we meet? We need to talk."	ETC	17/03/2022
2	38	CU	Static	INT	Cassidy ponders over whether he should get back together with Cassidy or not.	Take 1-3: Refectory Take -6: Japanese Garden	17/03/2022
2	23	WS	Static	INT	Cassidy sitting by a wall, hands in hr head and crying.	W-Block	17/03/2022

Page 2

1	9	Long Shot	Slow Zoom In	INT	Cassidy crying by brick-wall, crouching on floor and hands in head.	W-Block	17/03/2022
1	21	ECU	Static	INT	Cassidy eyes blink (slomo), followed by a tear running down the cheek.	W-Block	17/03/2022
1	1	CU	Static	EXT	The protagonist sits at a wooden bench, looking sad and staring blankly.	Wooden Bench	17/03/2022
1	2	Wide Shot	Static	EXT	Cassidy sitting alone on a wooden bench, her head turns down, she sighs.	Wooden Bench	17/03/2022
2	37	Two Shot	Static	EXT	Kyle pleads (with flowers) to Cassidy to get back together with him.	Wooden Bench	17/03/2022
1	3	Two Shot	Take 1 & 2 – Static Take 3 and 4 – Slow Zoom Inwards	EXT	Cassidy and Kyle laughing on a wooden bench.	Wooden Bench	17/03/2022
2	1	CU	This will be a Pedestal Shot downwards and will turn static once it has all the sitter's face is in frame.	EXT	Cassidy stares sadly towards us whilst sitting on a wooden bench.	Wooden Bench	17/03/2022
2	1	Wide Shot	Static	EXT	Cassidy is sitting on the bench alone, hand in her head and crying.	Wooden Bench	17/03/2022
2	40	Two Shot	Static	EXT	Cassidy and Kyle slowly walk to each other wearily.	Wooden Bench	17/03/2022
2	41	ECU	Static	EXT	Cassidy and Kyle's hands meet and hold each other, then doing a handshake	Wooden Bench	17/03/2022
2	42	Head and Shoulders	Static	EXT	Cassidy sings whilst sitting on a bench.	Wooden Bench	17/03/2022
2	22	High Angle	Static	EXT	Casidy sings along to "Save Me", with choreography of her head banging and some minimalistic dance movements such	Wooden Bench	17/03/2022

Page 3

Why did I film the Wooden Bench last?

I filmed by the Wooden Bench last because this location is furthest away from ETC 12A, which is where my filming equipment is borrowed from for every shoot. This demonstrates professionalism and good time management because I am focusing on locations nearer ETC 12A first. This makes transporting equipment quicker so that I can film more footage in the time provided.

How did I film the TV Shoot?

I chose to film in the TV Studio separately from my other filming locations. This is because the TV Studio was unavailable for Thursday 17th March 2022. Furthermore, the footage required in the TV Studio was more complex than that required for my Structured Narrative. Had I chosen to film my Structured Narrative and TV Studio Choreography Shoot on the same day, then valuable time would have been taken away from the shoot for filming my Structured Narrative.

Resources List

Equipment Needed:	Sourced From:	Time/Date Required	Reasons for My Choice	Cost
Song Lyrics / Audio	Google ("LyricFind") and "	Deadline has been set for 08/03/2022 at the latest	This is for doing Artist Research and generating an idea for me to produce for them. The deadline has been chosen to allow time for the band to decide on what they want from their music video. It has also been chosen this tie and date as any later would make my project rushed.	Audio Track of "Save Me" = £37.56
Idea Generation Material (Word Docs)	MW Productions and Microsoft	09:00 to 17:00 / 28/03/2022 to 14/03/2022	Microsoft offers high quality apps which can be used for Mind Maps/ Mood Board / Notes etc.	Please refer to the "Office 365 Package"
Music Video Examples	"Queen Official" YouTube Channel	09:00 to 17:00 / 28/03/2022 to 14/03/2022	"Queen Official" is an ethical and licensed channel (owned by the actual band) for official music videos by Queen. This allows me to copy and paste the link (which is legal) into a Word Document which I can use for writing my analyses of Queen Photos.	£375 I rounded £75.11 per song to £75 to make the figure easier to use. I then multiplied by five to represent 5 songs.
Meeting Room: UCF	Farnborough College of Technology	13:30 to 15:00 / 09/03/2022	This is to discuss my initial ideas with the band and persuade them to give me permissions with going ahead for my music video.	£65
Office 365 Package	Microsoft	09:00 to 17:00 / 01/04/2022	This will be used for idea generation and pre-production.	£5.30 per month
Filming Locations for Recording Performance Vid	Farnborough College of Technology	13:30 to 17:00 / 23/03/2022	This is so that I have backup film reel to use if my Narrative Footage backfires; I am also considering integrating performance footage with Narrative Footage.	£115.20
Lighting Crew	FCOT Media Department	09:00 to 17:00 / 17/03/2022 13:00-14:00	This is so that I can use the lights to enhance colour tones; music student will be required for this lighting set as it is different the h	£275

		25/03/2022	Hot-Lights used in the Media Department.	
Spare Production Crew	FCOT Media Department	09:00 to 17:00 / 17/03/2022 13:00-14:00 25/03/2022	This is to ensure that my production shoot receives the necessary help for transporting heavy equipment and overseeing he production of my "Save Me" music video.	Total: £760 £200 - £380 per day
Actors	FCOT Performing Arts	09:00 to 17:00 / 17/03/2022 13:00-14:00 25/03/2022	This is so that I can produce a professional Narrative Music Video to enhance the meaning and story of the song's lyrics.	£903.09
Filming Locations for shooting a Narrative Sequence	Farnborough College of Technology	09:00 to 17:00 / 17/03/2022	This is so that my music video can tell a story to make it more descriptive, poetic, and meaningful.	At Least £230
TV Studio	Farnborough College of Technology	13:00-14:00 25/03/2022	This is to film Cassidy in an eye-mask and cloak – to show lies, mystery and deceit.	£24.90 in Total (£12.90 for staff presence+£12.00 cleaning charge)
Canon 550D	CEX	09:00 to 17:00 17/03/2022 11:30-13:30 20/03/2022 15:15-16:00 22/03/2022 13:00-14:00 25/03/2022	This is because I am familiar with this model of camera.	£200
TH650 Libec	Farnborough College of Technology	09:00 to 17:00 / 17/03/2022 11:30-13:30 20/03/2022 15:15-16:00 22/03/2022 13:00-14:00 25/03/2022	This is to achieve high-quality, well-balanced footage. NOTE: Some footage may be off the camera at times for Close-Ups and Extreme-Close-Ups; or to achieve certain angles.	£175
LED Lighting Kit	Farnborough College of Technology	09:00 to 17:00 / 17/03/2022 13:00-14:00 25/03/2022	This is so that I can set my footage to professional exposure and successfully colour-grade my footage during filming	£169.14
Premiere Pro Suite	Adobe Creative Cloud	09:00 to 17:00 / 24/03/2022 to 31/03/2022	This is so that I can edit my visuals and sequence alongside my audio track.	£16.24 per month for first year.
			Audition will not be needed for this project because the dialogue and music will have already been created for me.	
TOTAL COST (PLUS VAT)		£2858.38 (MAXIMUM COST)		

Personnel List

Job Role	Personnel Name:	Contact Details:	Reasons for Choosing The Personnel:
Artist Research	Matthew Williams	20221381@farn-ct.ac.uk	So that I know what my audience want from my short film to begin generating ideas.
Secondary Research	Matthew Williams	20221381@farn-ct.ac.uk	This is so that I can analyse a variety of music videos, techniques and conventions which will help to enhance my own music video.
Primary Research Participants	This information is confidential.	This information is confidential.	All information for this section is confidential to protect each personnel's privacy.
Idea Generation	Matthew Williams	20221381@farn-ct.ac.uk	This is to make my ideas original and authentic from my own viewpoint and perspective.
Pre-Production	Matthew Williams	20221381@farn-ct.ac.uk	To have better control over my idea and make it as original as possible and allow for any hazards and ethical grey areas.
Casting Director/s	Matthew Williams	20221381@farn-ct.ac.uk	This is so that I have control over who is in my music video project.
Actors	Cassidy Stew (protagonist) Kyle (boyfriend) Evie Marlow (Side Character)	Cassidy: 20238529@farn-ct.ac.uk Kyle: 20241342@farn-ct.ac.uk Evie: 20244940@farn-ct.ac.uk	These actors are one of them most talented out of Performing Arts Year 1 and Cassidy Stew has won many dance competitions.
Director	Matthew Williams	20221381@farn-ct.ac.uk	To have control over my filming to ensure the best quality possible of footage.
Assistant Camera Operator	Mars Taylor	Mars: 20237309@farn-ct.ac.uk	This is to have someone to help carry the equipment and double-check the framing before recording.
Assistant Producer	Marton Andras	Marton: 20231474@farn-ct.ac.uk	This is so that I have someone who can help to sync the audio with the visuals through using a Clapper Board.

Organizing my Logistics First:

My resources List and Personnel List were the first Pre-Production materials that I produced for my A1 Music Video Project. At the time of doing these two documents, I did not know whether I would be doing "Happier than Ever" or "Save Me" by Queen for my music video this is because the clients themselves for "Happier than Ever" had not provided me with enough material to use as Artist Research, and because I struggled to find any archive footage online or on social media.

Hence, I began organising my shoot for my A1 Music Video Project so that I could consider what equipment I used, how I used it to create an effective; safe and sensible layout and the personnel that would be involved in my music video production. This made my Pre-Production effective as it allowed me to use my time wisely. This is because I was productive with organising my shoot whilst waiting for enough materials to create a Narrative for "Happier than Ever" with.

Editor (visual and audio)	Matthew Williams	20221381@farn-ct.ac.uk	Because I have access to Premier Pro with lots of experience, and so that I can have better creative control over the outcome and product of my short film.
Feedback Panel for Rough Cuts	This information is confidential.	This information is confidential.	All information for this section is confidential to protect each personnel's privacy.

TALENT RELEASE

I understand there is a visual/audio recording being taken of me on this date 17/03/2022. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.


Signature of Talent

24/03/2022
Date

Matthew Williams
Signature of Producer(s)

14/03/2022
Date

TALENT RELEASE

I understand there is a visual/audio recording being taken of me on this date 17/03/22. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.


Signature of Talent

17/03/22
Date

Matthew Williams
Signature of Producer(s)

14/03/2022
Date

Getting Cassidy's "Talent Release Form" signed:

On the day of filming (on 17/03/2), I got actors Evie and Kyle to sign their Talent Release Forms before filming whilst waiting for Cassidy Stew (as I originally cast her as my main character, I felt it best to film once I had her on set). However, she arrived 40 minutes late due to traffic, meaning that I went straight into filming as I ha a lot of footage which I wanted to film (please refer to the previous Shot List).

Due to going straight into filming, she did not get to sign her Talent Release Form on the day. Realising the unprofessionalism in this event, I spoke to her boyfriend and then contacted her on Teams a few days later after hearing no response. The form was eventually signed on 24/03/2022. To achieve this, I attended Marton Andras's shoot as he informed me that he would hiring Cassidy For acting on that day.

TALENT RELEASE

I understand there is a visual/audio recording being taken of me on this date 17/03/2022. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.


Signature of Talent

24/03/2022
Date

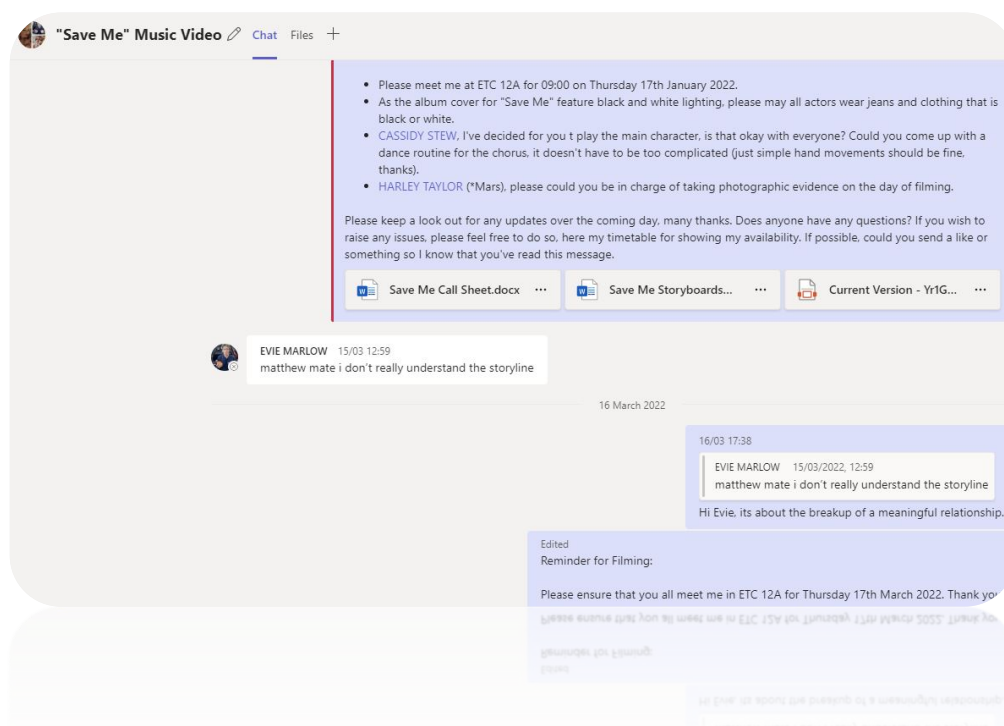
Matthew Williams
Signature of Producer(s)

14/03/2022
Date

Communications Between Personnel – Microsoft Teams


For contacting personnel, I created a group chat for my music video which I named “Save Me” Music Video. This is so that I could name my music appropriately and coherently to the product that I am producing, making it easy to find, logically, well thought out and accessible.

I decided to create a group chat for my A1 Music Video so that any important notices, updates and/or developments could be viewed and assessed by the relevant cast and crew quickly and securely. This allowed me to communicate with more people at once so that I did not have to use as much time as I would have with sending the messages individually.



Creating a group chat for each production helps with sorting each shoot's logistic and any issues that arise so that my pre-production and production stages are productive, reliable, and highly efficient. This shows communication professional practise and problem solving. It also let's me share planning templates such as storyboards and shot lists.

I usually share storyboards and shot lists because they give all personnel an idea of what I want my Final Cut to look like and how it is going to be shot (such as where it is shot and the shooting order). I also sent out a Call Sheet to consolidate where and when the shoot would occur.

PRODUCER: Matthew Williams DIRECTOR: Matthew Williams	CALL TIME 09:00 Check grid for individual call times	 Farnborough College of Technology
WEATHER: Sunny with some clouds	Save Me	DATE: 17/03/2022

Production Office				Nearest Hospital to Set		
MW Productions, Farnborough College of Technology				Frimley Park Hospital, Portsmouth Rd, Frimley, GU16 7UJ		
LOCATIONS						
#	Locations	Scene No.	Int/Ext	Address	Time	Contact
1.	Cedar Courtyard	1, 2	EXT	Farnborough College of Technology, Hampshire, UK, GU14 6SB	09:00 to 09:45	Josh Sparkes 01252 407261
2.	Wooden Bench	1, 2	EXT	Farnborough College of Technology, Hampshire, UK, GU14 6SB	09:45 to 10:45	Josh Sparkes 01252 407261
3.	W Block (by the TV and Dance Studio	1	INT	Farnborough College of Technology, Hampshire, UK, GU14 6SB	10:45 to 11:05	Josh Sparkes 01252 407261
4.	Classroom	1	INT	Farnborough College of Technology, Hampshire, UK, GU14 6SB	11:20 to 12:00	Josh Sparkes 01252 407261


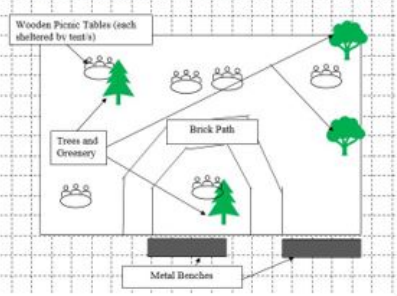
#	Cast	Role	Call Time	Location	Wrap Time	Telephone
1.	Cassidy Stew	Protagonist	09:00	ETC 12A	13:15	20238529@farn-ct.ac.uk
2.	Kyle Parry	Antagonist	09:00	ETC 12A	13:15	20241342@farn-ct.ac.uk
3.	Evie Marlow	Kyle's New Girlfriend	09:00	ETC 12A	13:15	20244940@farn-ct.ac.uk

#	Crew	Role	Call Time	Location	Wrap Time	Telephone
1.	Matthew Williams	Director and Producer	09:00	ETC 12A	12:00	20221381@farn-ct.ac.uk
2.	Marton Andras	Assistant Producer	09:00	ETC 12A	12:00	20231474@farn-ct.ac.uk
3.	Mars Taylor	Assistant Camera Operator	09:00	ECT 12A	12:00	20237309@farn-ct.ac.uk
4.						
5.						

Notes & Equip	Notes	Scenes	Locations	Responsible	Telephone
Camera	Canon 550D	All Scenes	Cedar Courtyard, Bench, M/H Block	Matthew Williams	
Sound	N/A	NA	N/A	N/A	N/A
Grip	TH650	All Scenes	Cedar Courtyard, Bench, M/H Block	Matthew Williams	
Costume	N/A	N/A	N/A	N/A	N/A
Make Up	N/A	N/A	N/A	N/A	N/A
Art Dept	N/A	N/A	N/A	N/A	N/A
Any other	Clapper Board	All Scenes	Cedar Courtyard, Bench, M/H Block	Marton Andras	20231474@farn-ct.ac.uk

I decided for the production team of my "Save Me" music video to meet e in ETC 12A, o that I could promptly collect the hired filming equipment and guarantee that I had help carrying it to my first filming location. Furthermore, all my production team knew where ETC 12A is, meaning that I was able to prevent any personnel from becoming lost – giving me more time to focus on the production of my "Save Me" music video.

LOCATION RECCIE

Prepared By:	Matthew Williams	Prepared On:	13/03/2022
Location Required	Cedar Courtyard		
Location Address	Farnborough College of Technology, Hampshire, UK, GU14 6SB		
Activity/Event	I am using this location to film Kyle in a relationship with Evie, hen Cassidy. This is to add a structured Narrative into my music video.		
Production Title	"Save Me"		
Type of Production	Music Video		
Nearest Hospital	Frimley Park Hospital, Portsmouth Rd, Frimley, Camberley, GU16 7UJ		
Permissions Further Information			
Site Contact Name	Josh Sparkes	Points of Access	The Cedar Courtyard can be accessed by walking own the Mall.
Site Contact Details	j.sparkes@farn-ct.ac.uk 01252 407261	Availability	The best day for filming is on 17/03/2022 as the area will be free between lessons.
Permissions			
Permission for filming here has been granted by Barry Mitchell, and Josh Sparkes.			
Location Photographs			
			
Location Floor Plans			
			

Why did I use the Cedar Courtyard for my music video?

I decided to use the Cedar Courtyard to show Kyle texting Evie (the protagonist) to ask her for them to get back together, and into a meaningful relationship. I used this filming location because it is a communal area, and many people would most likely use their phones in communal areas. This helps to make my music video as relatable and accessible as possible for my target audience.

RISK ASSESSMENT

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N		
Slips and Trips	Y	Lack of Food and Water	N		
Cold or Hard Surfaces	Y				
Vehicles	N				
Office Equipment or Obstructions	N				
Vehicles	N				
Audience Control	Y				
Noise	Y				
Animals	Y				

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	13/03/2022
Location Required	Cedar Courtyard	Location Address	Farnborough College of Technology, Hampshire, UK, GU14 6SB
Event/Activity	I will be using this location to film the interaction between Evie and Kyle, and then Cassidy and Kyle. This is to show a Structured Narrative centred around the breakup of a meaningful relationship for my music video.		
Production	"Save Me"		
Production Type	Music Video		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 13/03/2022			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue.			
Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 13/03/2022			
Telephone: 01252 407261			

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Weather	This includes rain, severe storms or wind, snow, sleet, and hail and could damage the filming equipment.	This affects everyone in the filming location.	H	I will check the weather forecast before filming – as far as I am aware, it is meant to be sunny on the day of filming.
Slips and Trips	Any rain or could weather (such as ice) could cause the ground to become slipper. This would affect everyone in the filming location.	This affects everyone in the filming location.	L	Filming will occur away from any slips and trips.
Audience Control	The Cedar Courtyard could become busy between lessons and there may be people who do not or cannot appear on film for specific reasons. This affects everyone in the filming location.	This affects everyone in the filming location.	H	Filming will occur at quieter times of the day and during lesson time to reduce the risk of capturing commuters passing between lessons. When this location is busy, filming will stop until it becomes quieter again. Talent Release Forms will be used to gain permission for filming my cast.
Noise	The Cedar Courtyard is under the flight path – making it vulnerable to aeroplane noise. Other noise captured would include other people	This affects all operators within the filming location.	M	The sound for each clip will be edited out during the post-production process.
	passing by between lessons.			
Theft	As the Cedar Courtyard is busy at times, it makes it easier for people to steal the filming equipment.	This affects everyone in the filming location.	M	I will be always watching over the equipment.

LOCATION RECCE

Prepared by	Matthew Williams	Date	13/03/2022
Location Details	WOODEN BENCHES BY M-BLOCK		
Scene/Purpose of filming	I plan to film here to show Cassidy miming along to "Save Me" so that I can show contrast. I will also be filming some shots of Cassidy and Kyle here to show Romance, and Cassidy along to show weakness and loneliness.		
			
Site Contact Name	Josh Sparkes	Site Address	Farnborough College of Technology, Hampshire, UK, GU14 6SB
Contact telephone	01252 407261	Point of access	Entr the college from Boundary Road and turn right. Walk straight on till you see a collection of wooden benches (just past the Hair Salon).
Permissions	Josh Sparkes	Availability	This location is unavailable on weekends.

Why did I use the Wooden Bench for my music video?

For my music video, my main genre was Romance because the storyline sees the protagonist cheated on by hr boyfriend. To show Romance, I used the wooden bench. This is Primary Research from my short film indicates that my target audience sees park benches as a romantic setting. This is because park benches are often naturalistic, peaceful, and idyllic.

RISK ASSESSMENT

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	13/03/2022
Location Required	Wooden Bench (M-Block)	Location Address	Farnborough College of Technology, Hampshire, UK, GU14 7EL
Event/Activity	I plan to use this location to film Evie Marlow miming/lip-syncing to "Save Me", to film her alone after the breakup of her relationship, and to film her in a relationship with Kyle.		
Production	"Save Me"		
Production Type	Music Video		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 13/03/2022			
Email: 20221381@farn-ct.ac.uk			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to proceed: Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 13/03/2022			
Email: j.sparkes@farn-ct.ac.uk			
Telephone: 01252 407261			

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N		
Slips and Trips	Y	Lack of Food and Water	N		
Cold or Hard Surfaces	Y	Fatigue	Y		
Vehicles	N	Hypothermia / Exposure to the Cold	N		
Office Equipment or Obstructions	N				
Audience Control	Y				
Noise	Y				
Animals	Y				

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Weather	This includes rain, severe storms or wind, snow, sleet and hail and could damage the filming equipment.	This affects everyone on-site.	High	The weather forecast will be checked before filming.
Slips and Trips	The wooden benches are on a bank of greenery and mud which could become slippery in wet or icy weather. This would harm the filming equipment and anyone in the filming location.	This affects all personnel on site.	Medium	The weather forecast will be used to predict possible slips and trips. The ground will also be inspected before filming.
Vehicles	The wooden benches are adjacent to a car park – affecting all personnel within the car park by M-Block, the vehicles and filming equipment.	This affects all personnel on site.	High	The camera will always face away from all vehicles and filming will only be carried out on the grass bank by the Wooden Bench to prevent capturing vehicles or registration in my music video.
Noise	Noise will be generated through cars and planes overhead – which could cause an issue for lip-syncing. This affects me and the cast.	This affects all crew on site.	Low	Unnecessary noise can be edited out through post-production.
Animals	Due to the greenery by the benches, this area may attract animals – affecting anyone within the filming premises and the filming equipment.	This affects all personnel on site.	Low	All animals will not be disturbed.

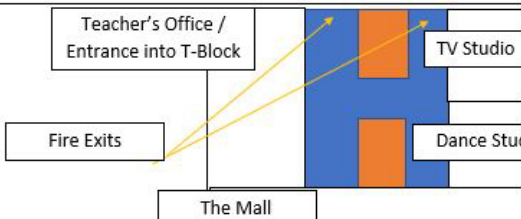
LOCATION RECCIE

Prepared By:	Matthew Williams	Prepared On:	13/03/2022
Location Required	W-Block		
Location Address	Farnborough College of Technology, Hampshire, UK, GU14 6SB		
Activity/Event	I plan to use this location to film Evie crying by a brick wall indoors.		
Production Title	"Save Me"		
Type of Production	Music Video		
Nearest Hospital	Frimley Park Hospital, Portsmouth Rd, Frimley, Camberley, GU16 7UJ		

Permissions Further Information			
Site Contact Name	Josh Sparkes	Points of Access	W-Block can be accessed by turning left at the end of the Mall (near the smoking area at the back of college).
Site Contact Details	j.sparkes@farn-ct.ac.uk 01252 407261	Availability	This is available from 09:00 to 17:00 on Thursday 17 th March 2022.

Permissions
Permission to film here has been granted y Josh Sparkes.

Location Photographs


Location Floor Plans


Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N		
Slips and Trips	Y	Lack of Food and Water	N		
Cold or Hard Surfaces	Y	Fatigue	Y		
Vehicles	N	Hypothermia / Exposure to the Cold	N		
Office Equipment or Obstructions	N				
Audience Control	Y				
Noise	Y				
Animals	Y				

Why did I use a long, narrow Corridor for my Music Video?

I filmed Evie crying in a long corridor to show the heartbreak caused by the breakup of her meaningful relationship.

The denotation of corridors is to shy secrecy of the protagonist because she does not want to be seen upset and wants to look strong, hence why she is moody for most of the music video. Furthermore, not many people venture into this corridor, meaning that I could show loneliness, despair, and isolation due to the breakup of the protagonist's meaningful relationship.

RISK ASSESSMENT

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	13/03/2022
Location Required	W-Block	Location Address	Farnborough College of Technology, Hampshire, UK, GU14 6SB
Event/Activity	I plan to use this location to show the protagonist crying (sitting beside a wall) due to the breakup in her meaningful relationship.		
Production	"Save Me"		
Production Type	Music Video		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 13/03/2022			
Email: 20221381@farn-ct.ac.uk			
Telephone:			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue			
Signature: Josh Sparkes			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 13/03/2022			
Email: j.sparkes@farn-ct.ac.uk			
Telephone: 01252 407261			

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Confined Spaces	The corridor by W-Block is very narrow – creating limited space. This affects all personnel within the filming location.	This affects all personnel (cast and crew) within the filming location.	High	The camera will be away from all access points and to one side of the corridor (preferably the same side as Cassidy[]). If any LED Lighting is used, then it will be on the opposing wall to Cassidy and Higher than the camera.
Access & Doorways	This corridor has entrances to the TV Studio and Dance Studio alongside an emergency exit. This affects anyone in the filming location.	This affects everyone within the filming premises.	High	All access and doorways will be kept clear.
Audience Control	From time to time, students may appear in W-Block to enter a facility or go to the toilets for instance.	This affects everyone within the filming premises.	Medium	Filming will place past the entrance to the TV Studio and between the studio and the end of the corridor. This prevents audience control by making the camera face away from where students would access the corridor from.
Lighting Equipment	I may be using LED Lighting to create a high-quality shot – this is a hazard because it could get in the way due to confined space. There could also be electrical faults or loss of battery.	These risks will affect all personnel.	Medium	THE LED light will be turned on when needed and off when it is not needed to save battery place. The lighting stand will be higher than the camera so that it does not get in shot and will be pointing to Cassidy to create the desired look in my camera shot.

LOCATION RECCE

Prepared by	Matthew Williams	Date	01/04/2022
Location Details	M1 has lots of chairs and tables alongside a row of computers at the back of the classroom. Its brick walls are white, and the room has a blue carpet.		
Scene/Purpose of filming	I plan to use this filming location to show Kyle cheating on the protagonist, and to show the protagonist scrunching up a love letter angrily due to a breakup in her meaningful relationship.		



Site Contact Name	Josh Sparkes	Site Address	Farnborough College of Technology, Hampshire, GU14 6SB
Contact telephone	01252 407261	Point of access	There are two narrow doorways into the classroom: one of them is adjacent to a wide corridor whilst the other is next to a narrower corridor. The door by the narrow corridor is the main entrance.
Permissions	I have been given permission to film here by Josh Sparkes, alongside the English and Maths department (who	Availability	This filming location is free on Thursday afternoon.

	usually teach in M-Block).		
Points of Interest	I want to film the protagonist by a wall as I will be using a Low Angle Shot for her looking at the love letter. I also want to use a desk to show Kyle cheating on the protagonist with woman.	Suitability/Possible shots	<ul style="list-style-type: none"> Two Shot – Kyle and his new girlfriend move their hands together (to show Kyle cheating on the protagonist). Low Angle – The protagonist staring sadly/angrily down at the love letter. CU – The protagonist scrunches up the love letter. ECU – The love letter falls into the bin.
Safety Issues?	<i>Please refer to Risk Assessment</i>	Electricity Supply	This classroom has several power points to the back accommodated for computers. There are between 1 and 2 power points elsewhere in the classroom.
		Sunlight	Sunlight will be able to enter through the windows opposite to the classroom's entrance.
		Windows	There are windows on the wall which is opposite to the main entrance to M1.
		Noise	This is a quiet space. Any noise will be created by other people, or the aircon system at college.

Why did I shoot some of my music video in a classroom?

To show Kyl cheating on vie with Cassidy, I used a dark classroom. This is because darkness can often symbolize lies, deceit, mystery, and secrecy – and I wanted to connote secrecy to show Kyle cheating behind Evie's back. This is to connote him as being a sneaky, stealthy, and secretive antagonist in my music video – crating mistrust for my target audience.

Another reason for using a classroom was to show Evie looking at, reminiscing over, and tearing/scrunching a love letter from Kyle into a bin angrily and aggressively. For this scene, I planned to use darkness and secrecy by making the classroom empty to stereotype Evie's loneliness due to the end of her relationship, and her negative emotions due to her heartbreak.

RISK ASSESSMENT

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	17/03/2022
Location Required	M-Block / ETC Classrooms	Location Address	Farnborough College of Technology, Hampshire, UK, U14 6SB
Event/Activity	I will be using this filming location to shoot Evie throwing a love letter in the bin, and to show Kyle secretly cheating on Evie.		
Production	Save Me		
Production Type	Music Video		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 17/03/2022			
Email: 20221381@farn-ct.ac.uk			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue			
Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 17/03/2022			
Email: j.sparkes@fan-ct.ac.uk			
Telephone: 01252 407261			

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N	Lighting Equipment	
Slips and Trips	Y	Lack of Food and Water	N	Electricity (including portable appliances)	
Cold or Hard Surfaces	Y	Fatigue	Y		
Office Equipment or Obstructions	N	Lifting Equipment	Y		
Vehicles	N	Hypothermia / Exposure to the Cold	N		
Audience Control	Y				
Noise	Y				
Animals	Y				

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Audience Control	As I am using a classroom, there will be lessons in the filming location and lots of people and some staff. Certain people may not want or be allowed to be on film, affecting everyone in the filming location.	This affects everyone in the filming location.	Medium	Filming will occur when the classrooms are empty; this can be rescheduled to the end of the shoot if the classrooms are too busy.
Office Equipment	Chairs and tables take up a lot of room in the classrooms – affecting everyone in the filming location.	This affects all personnel in the filming location.	Low	Any obstructing equipment will be moved out of the way to maximize space.
Lighting Equipment	The M-Block / ETC classrooms may be dark due to poor lighting. To combat this, I will use LED Lighting, which is bulky to transporting between locations.	This affects all operators in the filming location.	Low	LED Lighting will be used to produce better lighting of the location is too dark.
Access and Doorways	The classrooms I the ETC and M-Block have one access/exit-point which could be blocked by equipment.	This affects everyone wishing to enter or exit the filming location.	High	All access-points and doorways will be kept clear to let personnel move in and out of the filming location.

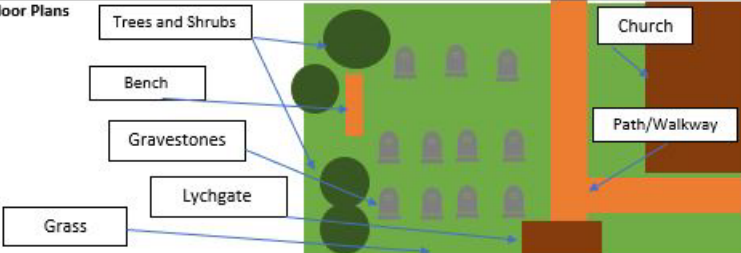
LOCATION RECCE

Prepared By:	Matthew Williams	Prepared On:	19/03/2022
Location Required	St Peters Church (Graveyard), Farnborough		
Location Address	60 Church Ave, Farnborough, GU14 7AP		
Activity/Event	I will be filming a Low Angle of my Love Hearts and some Roses by a grave to symbolise the death of a relationship in my music video.		
Production Title	"Save Me", by Queen		
Type of Production	Music Video		
Times / Dates of Shoot	Sunday 20 th March 2022, 11:0 AM to 12:00 AM.		
Weather Forecast for Filming:	It is set to be sunny with some clouds, wind speed 9mph and the temperature is set to be 12°C. Hence, a coat might be handy to bring, alongside a bottle of water.		
Nearest Hospital	Frimley Park Hospital, Portsmouth Rd, Frimley, Camberley, GU15 7UJ		

Permissions and Further Information			
Site Contact Name	Sarah Jones	Site Contact Details	sarahj@stpetersfarnborough.org.uk 01252 513111
Points of Access	Go through the lychgate of St Peters Church. This can be found at the top of the hill on Church Avenue.	Availability	This, location is available for filming on 20/03/2022, from 11:00 AM onwards.

<p>Permissions</p> <p>On Wednesday 16th March 2022, I received permission for filming at St Peters Church from its vicar over a phone call. The next day, I have obtained permission to film at St Peters from Sarah Jones and Yoe (who works in the church's admin office). Written permission was obtained on the same day as filming (20/03/2022), which can be viewed below:</p> <p>Signature of Permission: <i>Sarah Jones Operations Manager</i></p> <p>Date of Permission: 21/03/2022</p>
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<p>Location Photographs</p> 
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<p>Location Floor Plans</p> 
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Why did I use a Graveyard for my "Save Me" Music Video?

For using the Graveyard, I filmed romantic props by a Gravestone, from ground level to achieve a high quality for camera framing, helping to create compelling music video for "Save Me".

I used this filming location so that I could show romantic props by a grave to symbolise the death of the protagonist's meaningful relationship. This helped me to incorporate Lyric Interpretation into my "Save Me" music video, making my music video emotive; compelling, and more evocative for my target audience. This also helps to create contrast, variety, and interest for my target audience.

RISK ASSESSMENT

Permissions and Project Information			
Authoriser & Assessor	Matthew Williams	Date Authorised	18/03/2022
Location Required	Graveyard of St Peters Church, Farnborough	Location Address	60 Church Ave, St Peters Church, Farnborough, GU14 7AP
Reference Number	MWRASPetersCH3		
Assessment Title	St Peters Church Risk Assessment – MW Productions Template		
Event/Activity	I will be filming Low Angles featuring a bouquet of flowers and some love hearts by a gravestone. This is to symbolise the death of a relationship in my music video.		
Production Title	"Save Me" by Queen		
Production Type	Music Video		
Production Company	MW Productions		
Director	Matthew Williams		
Competence	Appropriate		
Supporting Documents	Location Recces, Shot List, Storyboards		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date of Signature: 19/03/2022			
Email: 20221381@farn-ct.ac.uk			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activities to proceed:			
Signature: <i>Sarah Jones – Operations Manager</i>			
Name (PRINTED): SARAH JONES			
Date of Signature: 21/03/2022			
Email: SARAHJ@STPETERSFARNBOROUGH.ORG.UK			
Telephone: 01252 513111			

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N		
Slips and Trips	Y	Lack of Food and Water	N		
Cold or Hard Surfaces	Y				
Vehicles	N				
Office Equipment or Obstructions	N				
Vehicles	N				
Office Equipment or Obstructions	N				
Audience Control	Y				
Noise	Y				
Animals	Y				

I have separated “Description of the Hazard” to “Who does it affect?”. This is to ensure that I do not get these sections muddled up, enabling me to better describe what the hazard is, and write a short sentence of who it affects.

Hazard	Description of Hazard	Who does it affect?	Risk Level (L/M/H)	Measures
Weather	This includes rain, hail, sleet, snow, hail, storms, strong wind, or thunder/lightning.	It affects me and the equipment. This is due to rain/sleet/hail being able to damage nay filming equipment.	H	The weather forecast will be checked before filming. If the weather is too severe, filming will be postponed till weather conditions improve.
Slips and Trips	Rain could make the mud slippery, causing slips and trips.	This affects me and my filming equipment.	H	The filming location will be inspected before filming, and the weather forecast will be checked to predict possible slips and trips.
Respect Towards Those Buried	Using a gravestone could cause ethical issues for anyone linked to the person buried at my filming location.	This affects me, my viewers and those connected with St Peters.	M	Filming will only commence ONCE permission is obtained in written form, and all equipment will be handled carefully.
Hard Surfaces	The gravestones at St Peters are made of stone which could damage the equipment if in a collision.	This would affect me and the film equipment.	L	All equipment will be treated carefully, and slowly.
Animals and Nature	The grounds of St Peters will attract animals due to having lots of greenery.	This will affect me only.	L	No animals will be disturbed or harmed in the filming of my music video.

ACQUIRING WRITTEN PERMISSION – LOCATION RELEASE FORMS

For filming at St Peters Church in Church Avenue, Farnborough, Hampshire, I acquired written permission And signatures from the vicar/cleric, Yo (who supervised me during filming) and the admin of St Peters Church. I wanted signatures from the admin ad vicar so that I could have as many permissions as possible – secreting my filming session at St Peters Church.

To achieve written permission at St Peters, I downloaded this Location Release Forms below from a site called Wedio, as this template looks professional and is similar to a Talent Release Form; but is for Filming Locations Instead. I then printed off my Location Release Forms and wrote the filming details relevant to myself on the morning of 25/03/2022. I forwarded The Release Form to the relevant permission-givers during the filming sessions to Yo, who passed it onto the relevant staff members.

On Monday 26th of March 2022, a parent picked up the Location Release Forms for me as I was in lesson from 09:00 to 17:00 on this day The next, I filmed this form as soon as possible and downloaded int ono my External Disk Drive, onto a location called “LOCATION RELEASE FORM” in the “Pre-Production” folder of my “Music Video” folder. I did this to keep my Location Release Form as safe, secure, easy-to-find, and accessible as possible. This is important because by keeping the signed Location Release Form somewhere safe and accessible, I can prove that I was given permission b appropriate personnel to film at St Peters Church.

Location Release Form

This Location Release confirms the agreement between Matthew Williams ("Producer") and location available to the Producer.

DATE: 20/03/2022

NAME ("Producer") Matthew Williams

NAME ("Owner") Sarah Jones Operations Manager

ADDRESS OF PROPERTY: St Peter's Church

Owner thus grants to the ("Producer"), their respective crew members and other team personnel required for the film production (collectively "the Released Parties"), receipt of which is by means of this acknowledged, permission to access, enter upon, and use the Property granted above for the purpose of photographing and recording certain scenes being produced by Matthew Williams ("Producer") as part of the St Peter's Church (the "Project") on 20/03/2022 (date), as well as in connection with any "behind the scenes" recordings, films, images, recordings and/or otherwise produced by Matthew Williams ("Producer"), with regard to the "making of" the Project during production. Furthermore, permission to remain on the Property during the agreed time where the time of access may be prolonged by the Owner if there are changes in the production schedule or else.

This agreement includes the permission to take motion pictures, videotapes, still photographs and/or sound recordings of any and all portions of the Property and all names associated there with or which appear in, on or about the Property. All physical embodiments of filming, recording and photography on the Property shall hereinafter be known as the "Materials". All materials remain in the copyright of the Producer or the Released Parties and Owner agrees with release of all these materials on any social media channels and other distribution channels.

Owner irrevocably grants to Producer and the Released Parties all rights of every kind to the Materials including the right to distribute the Materials globally, in any and all languages, an unlimited number of times, and in any and all media, now known or invented. Also, advertising and promotional purposes including copyright in the Materials shall be and remain vested in Producer and/or the Released Parties. In no manner limiting the foregoing, Producer and the Released Parties shall have the perpetual right to edit, sub, deduct from, add to or modify the Materials in any way, combine the Materials with any other material and/or incorporate it into other types of media.

Property includes not only real property but buildings, estate, nature, any fixtures, equipment or other personal property, located at the aforementioned address, with personnel and equipment (including without limitations, props, temporary sets, lighting, camera and special effects equipment) for the purpose of photographing scenes and making recordings of said Property in connection with the production on the agreed date.

Producer and all the Released Parties may set all necessary facilities, equipment and accessories on the Property and agree to remove same after completion of work and leave the property in as good of condition as when received. Producer and all the Released Parties will use reasonable care to prevent damage to said Property.

Owner shall have any right of action against the Released Parties or any other party arising out of the production (including without limitation trespass to real or personal property and/or invasion of privacy) or any use of said Materials whether or not such use is, or may be claimed to be, defamatory, untrue or otherwise in nature, in no manner limiting the foregoing, Owner will be entitled to equitable or injunctive relief in conjunction with any claim or action of any kind against the Released Parties.

This agreement also grants all rights of all surroundings, including exterior and interior, and every nature whatsoever to all films and photographs taken and recordings made, including without limitation of all copyrights, and the exclusive right to reproduce, exhibit, distribute, and otherwise exploit such films, photographs and recordings in any and all media, whether now known or in the future.

The Owner warrants that the undersigned has all rights and authority to enter into this agreement. No other authorization (by other person, firm or entity) is necessary to enable Producer and/or the Released Parties to utilize the Property for the purposes stated.

Producer and/or the Released Parties are not obligated to actually use the Property or produce the Project or include the Materials in the Project for which it was shot or otherwise. This is the entire agreement.

No modifications are allowed or valid unless in writing signed by both parties. A copy of this agreement shall be legally valid as the original. This release shall be governed by and construed in accordance with the laws of the United Kingdom ("Country of Location").

*Drafted by Matthew Williams ("Producer") (Phone number) 07537 567 954 (E-mail address) 2021371@farn-cw.co.uk

Agreed and Accepted:

Name (Producer) Matthew Williams

Signature: Matthew Williams

Name (Owner) Sarah Jones Operations Manager

Date 20/3/22 Phone 01252 513111

Email: Sarahj@st-peters-farnborough.org.uk

Signature: Sarah Jones

Yo 2/3/22 RECTOR ST PETERS FARNBOROUGH

Music Video: TV Studio Choreography Shoot

TV Studio Shoot – Filming my Choreography

For my A1 Music video, I bought a black eye-mask and cape as I felt that this would help to symbolize the references to lies and deceit in my song's lyrics. To make the most out of these props, I decided to film with them in Farnborough College of Technology's TV Studio. This is to show lies, deceit and mystery.

I decided to use LED Lighting to light up the actor's face due to wanting the Studio Lights to be turned off. This was to make the LED Lighting more effective so that the Studio Lights did not over-expose my image.

In terms of filming, I did the movement and the actor copied it so that I could achieve the exact choreography required for my music video. To reinforce this, I kept the choreography movements as simple as possible and as coherent to my music video's lyrics and storyline as possible so that my target audience can better relate to why the actor is doing each choreographed movement.

Securing my Filming Shoot

I planned to do my music video TV Studio shoot for Friday 25th March 2022 with Level 2 Media classmates Bea Ratcliffe and Rebecca Fosbury, as Performing Arts were busy with their own coursework and had been borrowed a large influx of media students (including myself). To gain actors from Level 3 Media, I negotiated with Gary Scott Lloyd (who teaches this course) and specifically looked for a female actor so that I could reflect my protagonist as logically as possible, as the person playing the protagonist was also a female.

Originally set to do 09:00 to 10:00, Bea notified me that she was unavailable until 13:00 on 25/03/2022. In an effort to rearrange the TV Studio accordingly, I also found out that no media lecturers/staff were able to supervise me in the TV Studio (which must be carried out for anyone using this filming set). So, I approached Jodh Sparkes who agreed to supervise me in the TV Studio from 13:00 to 14:00. To prevent an absence from my 13:55 to 15:05 lessons, I forewarned other media lecturers in plenty of time before filming.

I also used Freya Jackson from Level 2 Media instead of Bea Ratcliffe and Rebecca, as Bea and Rebecca were unavailable on Friday 25th March 2022.

Srips of Oranising my Filming in the TV Studio for 25/03/20



TALENT RELEASE

I understand there is a visual/audio recording being taken of me on this date 25/03/2022. I hereby assign and authorise the producer Matthew Williams the right (All Rights) in and to such visual/audio recording. I also authorise said producer, without limitation, the right to reproduce, copy, exhibit-publish or distribute any such video, and waive all rights or claims I may have against your organisation and/or any of its Affiliates, Subsidiaries, or Assignees other than as stated in this agreement.

Matthew Williams
Signature of Talent

25/3/2022
Date

Matthew Williams
Signature of Producer(s)

14/03/2022
Date

Shot-List for Filming in the TV Studio

Shot List

Project	"Save Me", by Queen
Type of Project	Music Video
Director	Matthew Williams
Production Company	MW Productions
Date	24/03/2022
Important Notes	I have booked myself in for 13:00 to 14:00 as this is when my actors are available and when Josh Sparks is available for supervising me in this filming location. Due to someone using the TV Studio from 14:00 onwards, I MUST pack up by around 13:50 and head to lesson immediately upon returning the equipment (where I will download and analyses my rushes).

Scene	Shot #	Camera Angle	Framing / Movement	INT / EXT	Filming Location	Action	Completed
2	16	Medium Close-Up	Static	INT	TV Studio	Head slowly turns to the left of camera, black eye-mask turns to the right. If possible, the actor will also try to cover her head with her spare hand.	Shot on 25/03/2022
2	16	ECU	Static	INT	TV Studio	This shot will focus on the eyes (covered by black eye-mask).	Shot on 25/03/2022
2	N/A	Head and Shoulders	Static	INT	TV Studio	Actor's face slowly rises up, looking sad and angry (with and without eye-mask)	Shot on 25/03/2022
2	N/A	Head and Shoulders	Static	INT	TV Studio	Actor's face lowers face mask whilst slowly smiling simultaneously.	Shot on 25/03/2022
2	N/A	Head and Shoulders	Static	INT	TV Studio	Actor face slowly siles as he/she puts face mask to the side slowly.	Shot on 25/03/2022
1	N/A	Head and Shoulders	Static	INT	TV Studio	Actor (wearing mask) puts covers his/her face with his/her hands.	Shot on 25/03/2022
1 and 2	N/A	CU	Static	INT	TV Studio	The actor does some choreographed head	Shot on 25/03/2022

Here, you can see that I have created a new shot list that is related just to the TV Studio Shoot. This so that I can do each shot professionally and at a good pace, and so that I can just focus on what needs filming in the TV Studio to do this. This is because I only had from 13:00 to 14:00 to film in the TV Studio, so I had to produce a Shot List where I worked around the time constraints by considering what needed shooting. I also decided to experiment with emotions relevant to the song lyrics through facial expressions and choreography so that I could make the most of my

						banging along to the "Save Me!" line and chorus.	
1 and 2	N/A	ECU	Static	INT	TV Studio	Choreographed Finger Wagging to "I can't dace this life alone".	Shot on 25/03/2022
1 and 2	N/A	ECU	Static	INT	TV Studio	Bea points at herself for when the singer refers to himself.	Shot on 25/03/2022
1 and 2	N/A	Mid Shot	Static	INT	TV Studio	Bea covering her face, trying to hide it in her cape and turn away from the camera.	Shot on 25/03/2022
2	N/A	Low Angle	Static	INT	TV Studio	Roses falling to the ground. This symbolizes romance to match with the scene of Evie thrashing flowers to the floor after her relationship breakup. This will be slowed down in Premiere to make the clip more dramatic.	Cancelled due to time constraints.
2	N/A	Low Angle	Pans Downwards at starts of clip.	INT	TV Studio	Notes falling to the ground. This will be slowed in Premiere to make it look more dramatic.	Cancelled due to time constraints.

Call Sheet for Filming in the TV Studio

PRODUCER: Matthew Williams DIRECTOR: Matthew Williams	CALL TIME 13:00 Check grid for individual call times	
WEATHER: Not applicable for this filming shoot.	"Save Me"	DATE: 25/03/22

Production Office				Nearest Hospital to Set		
Farnborough College of Technology				Frimley Park Hospital, Portsmouth Rd, Frimley, Camberely, GU16 7UJ		
LOCATIONS						
#	Locations	Scene No.	Int/Ext	Address	Time	Contact
1.	TV Studio	Scenes 1 and 2	INT	Farnborough College of Technology, Hants, GU14 6SB	13:00	j.sparkes@farn-ct.ac.uk
2.						
3.						

#	Cast	Role	Call Time	Location	Wrap Time	Telephone
1.	Freya Jackson	Actor and Dancer	13:00	TV Studio	14:00	20231401@farn-ct.ac.uk
2.						
3.						

#	Crew	Role	Call Time	Location	Wrap Time	Telephone
1.	Matthew Williams	Cameraman, Producer	13:00	TV Studio	14:00	20221381@farn-ct.ac.uk
2.	Ryan Davies	Lighting, Assistant Camera Operator	13:00	TV Studio	14:00	20228841@farn-ct.ac.uk
3.	Marton Andras	Lighting	13:00	TV Studio	14:00	20231474@farn-ct.ac.uk
4.	Emily Mitchell	Lighting	13:00	TV Studio	14:00	20229477@farn-ct.ac.uk
5.						

Notes & Equip	Notes	Scenes	Locations	Responsible	Telephone
Camera	A Canon 550D will be used.	1 and 2	TV Studio	Matthew Williams Ryan Davies	Myself: 20221381@farn-ct.ac.uk Ryan: 20228841@farn-ct.ac.uk
Sound	No sound needed	1 and 2	TV Studio	Matthew Williams	20221381@farn-ct.ac.uk
Grip	A TH650 will be used.	1 and 2	TV Studio	Matthew Williams	20221381@farn-ct.ac.uk
Lighting	LED Lighting will be used.	1 and 2	TV Studio	Ryan Davies Emily Mitchell Marton Andras	Ryan: 20228841@farn-ct.ac.uk Emily: 20229477@farn-ct.ac.uk Marton: 20231474@farn-ct.ac.uk
Costume	Eye Masks and a cape will be used.	1 and 2	TV Studio	Matthew Williams	20221381@farn-ct.ac.uk
Make Up	No make-up needed.	N/A	N/A	N/A	N/A
Art Dept	N/A	N/A	N/A	N/A	N/A
Any other	N/A	N/A	N/A	N/A	N/A

Why did I use a “Filming Schedule” for producing my choreography in a TV Studio?

When shooting my choreography in the TV Studio, I had 13:00 to 14:00 to have the required shots completed – leaving me with limited time and meaning that everything had to be very carefully planned. one way of planning this shoot was through a “Filming Schedule”.

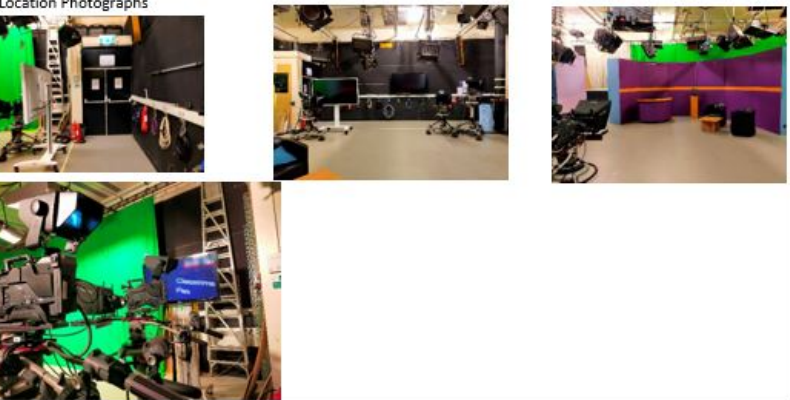
By completing my own brand-made “Filming School”, I effectively demonstrated Technical through making the table easy to read through ap professional and straightforward layout. I have also communicated what needs at to happen at what time to ensure that it is a schedule. This helped me to say on track and ensure that I could incorporate professionalism through time management and preventing me from de-rigging late/running over my booked time schedule for the TV Studio.

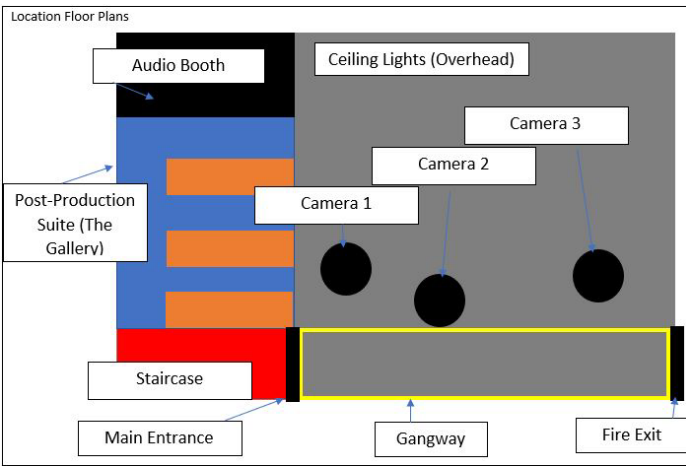
I kept my Filming Schedule simple, concise and straight-to-the-point to make it easy to interpret, reinforcing that I have evaluated how I shoot my choreography so that I can use my time shooting what is required and making the most out of every opportunity available to me.

Filming Schedule

Project Details			
Director	Matthew Williams	Producer	Matthew Williams
Cast	Freya Jackson	Crew	Marton Andras Emily Mitchell Ryan Davies
Production Title	“Save Me”, by Queen	Production Company	MW Productions
Time	13:00 to 14:00	Location	TV Studio
Filming Schedule			
09:00 – 09:30			
Actos and crew to meet in TV Studio. Filming will go ahead immediately as lighting, camera and grip will have been set up a day prior.			
Josh Sparkes will be supervising my filming shoot in the TV Studio.			
10:30 – 09:45			
All filming in the Cedar Courtyard will be finished by this point to allow time for de-rigging. All lights will be packed correctly into its kit and other equipment de-rigged and moved out of the TV Studio.			
09:45 – 09:50			
All equipment will be moved out of the TV Studio promptly, sensibly, and safely All personnel will be involved in helping me to do this.			
10:00 onwards			
Equipment will be returned to Barry Mitchell (“MCA Tech”) in E 12A, all actors will now be free to go from 10:00. I will thoroughly check the equipment with any other crew member at ETC 12A to ensure that everything is handed back safely, sensibly, and correctly. For instance, the canon 550D Batteries will be removed from the camera and footage will be downloaded onto my laptop.			

LOCATION RECCIE

Prepared By:	Matthew Williams	Prepared On:	13/03/2022
Location Required	TV STUDIO		
Location Adress	Farnborough College of Technology, Hampshire, UK, GU14 6SB		
Activity/Event	I will be using the TV Studio to shoot Freya wearing an eye mask and ape. This is to show lies and deceit and will be shot to add choreography into my music video.		
Production Title	"Save Me"		
Type of Production	Music Video		
Nearest Hospital	Frimley Park Hospital, Portsmouth Rd, Frimley, Camberley, GU16 7UJ		
Permissions and Further Information			
Site Contact Name	Barry Mitchell	Points of Access	The main points of access are at the top of the stairs, and in the doors at the bottom of the staircase.
Site Contact Details	b.mitchell@farn-ct.ac.uk 01252 407286	Availability	The TV Studio is available from 13:00 to 14:00 on 25/03/2022.
Permissions			
Permission to use the TV Studio was given by Barry Mitchell and Josh Sparks, who supervised me in the (TV Studio during my shoot their on 25 th March 2022, from 13:00 to 14:00).			
Location Photographs			
			



RISK ASSESSMENT

Permissions and Project Information			
Prepared By	Matthew Williams	Prepared On	24/03/2022
Location Required	TV Studio	Location Address	Farnborough College of Technology
Event/Activity	I will be using the TV Studio to shoot Freya performing some choreography with m eye-masks. This is to symbolize lies and deceit.		
Production	"Save Me"		
Production Type	Music Video		
Director	Matthew Williams		
Signature and Contact Details of Assessor 1			
Signature: Matthew Williams			
Name (PRINTED): MATTHEW WILLIAMS			
Date: 13/03/2022			
Email: 20221381@farn-ct.ac.uk			
Telephone: 07538 567954			
*ACCEPTANCE – I am happy with the measures put into place and will allow the following activity to continue			
Signature: Josh Sparkes			
Name (PRINTED): JOSH SPARKES			
Date: 24/03/2022			
Email: j.sparkes@farn-ct.ac.uk			
Telephone: 01252 407261			

Hazards					
Environmental	Y/N	Personnel Related	Y/N	Other	Y/N
Poor Accessibility	N	Allergic Reactions	N	Food Hygiene	N
Access / Doorway	N	Disease / Illness	N	Lack of Food or Water	N
Lack of Permissions	N	Anxiety / Stress / Psychological	N	Equipment Damage	Y
Poor Lighting	N	Physical Exertion	Y	Damage to Local Surroundings	N
Weather	Y	Static Body Posture	N	Supervision	N
Slips and Trips	Y	Lack of Food and Water	N	Lighting Equipment	
Cold or Hard Surfaces	Y	Lifting Equipment	Y		
Vehicles	N	Fatigue	Y		
Office Equipment or Obstructions	N	Hypothermia	N		
Fire Building Safety					
Audience Control	Y				
Noise	Y				
Animals	Y				

Hazard	Description of Hazard	Who does it affect?	Risk Level (Low/Med/High)	Measures
Fire Building Safety	There is a fire exit opposite to the TV Studio entrance. This is an important point of evacuation in fires or a fire drill.	This affects everyone in the filming location	High	The gangway and all points of access/exit will be always kept clear.
Access and Doorways	There are two entrances in the TV Studio and a gangway which are all vulnerable to being blocked.	This affects everyone in the filming location.	Medium	All access and doorways will be kept clear.
Office Equipment	There is a lot of office equipment (pedestals, cameras, wires/cables etc.) within the TV Studio). M lighting equipment may also take up a bit of room.	This affects everyone in the filming location	Medium	Lighting will be setup in the wall opposing the gallery to prevent taking up too much room. An obstructing equipment will <u>g</u> moved. Assistance will be requested where necessary for moving certain objects.
Lighting Equipment	The lighting equipment is heavy and could be broken easily.	This affects all the crew in the filming location.	Medium	Light will only be turned on when necessary.
Lifting Equipment and Physical Exertion	The lighting equipment is heavy too transport between locations.	This affects all the crew in the filming location.	High	Multiple personnel will be used to help transport the Lighting Equipment.

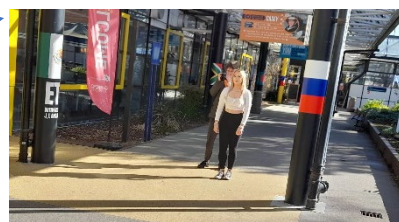
Music Video Production: Behind-The-Scenes

Narrative and Lip Sync Shoot – 17/03/2022

This is taken from when Cassidy was playing the protagonist. I have filmed an Over the Shoulder Shot of the protagonist walking past Kyle and his new girlfriend, shoving into her shoulder to show the protagonist's anger at the end of her meaningful relationship. A TH650 was not used so that I could follow the movement of the protagonist, making this shot personal, intimate and realistic. This also adds a representation of the protagonist's life being unstable to the end of her relationship.

Here, I am using the camera settings, dials, and "Av" / "ISO" buttons to adjust the lighting and match the White-Balance to the setting where I am filming. This is to check that my lighting is to a high quality to add professionalism into my filming shoot.

In this photo, I am directing my cast and getting them to rehearse their roles. This creates clarity on the roles of each personnel, so that my film shoot is more productive and efficient.

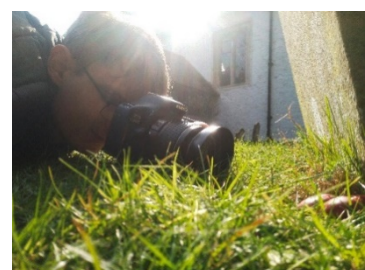


Dealing with Busy Crowds

Sometimes, the Cedar Courtyards became very busy due to its busyness and students commuting between lessons. This created risk because I made it likely for more people to be caught on film who are not my cast. To deal with this risk which is called Audience Control), I filmed away from where The Mall goes through the Cedar Courtyard And filmed by the wooden benches in the middle of the courtyard instead. This prevented risks of people outside my project being caught on film because this section of the Cedar Courtyard is usually quieter.

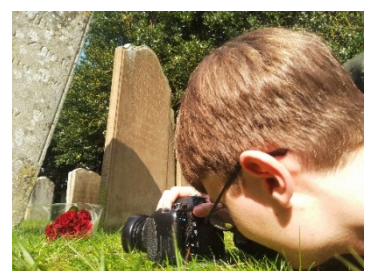
Graveyard Shoot – 20/03/2022

For shooting my props by a grave to symbolize the death of a relationship, I shot from ground level by lying down on the grass so that I could fully emphasize my romantic props to best over-exaggerate the death of a romantic relationship – making my music video as evocative and emotive as possible. To prevent cramps, I occasionally got up at times.



When not using a tripod, I used the camera-case to keep my Canon 550D as stable as possible to ensure professional-looking footage.

For filming in the graveyard, I also used other props which were not shown in my Storyboard to add imagination, creativity, and experimentation into my filming shoot.



To draw the viewer's attention from the setting and to the grip (and the other-way-round), I used Focus Pulls to establish how my props were related to my setting. This helps to reinforce the use of Symbolism and Lyric Interpretation to stereotype the death of the protagonist's relationship. To do this, I turned the Focus Wheel several times between ½ minute long gaps to ensure that I had good Focus Pulls. I made each Focus Pull slow to make my camera-work smooth, sleek, and professional; and so that I could increase the speed of the Focus in Premiere Pro if necessary.

Preparing for my TV Shoot on 25/03/2022

A day before filming in the TV Studio, I decided to use the TV Studio from 15:50 to 17:00 in preparation for shooting there again with LED Lighting on 25/03/2022. To prepare for this shoot, I decided to setup LED Lighting and experiment with the positioning, brightness and which lights I used so that I could get the lighting that I wanted. Eventually, I chose to use a Key-Light and Fill-Light through LED Lighting – leaving out a Back-Light because it created too much light on the bottom right of the camera shot. I also used Soft-Boxes to prevent the Key-Light and Fill-Light from being too harsh on the sitter’s face.

At first, the stan’s legs were not far out enough, making the LED Lights unstable. Hence, I spread the legs further apart to make the lights more stable and secure, preventing the LED Lighting from falling over and becoming damaged.

For this shoot, I used a L6 Degree Student because he has studied from Level 1 Media to Level 6 Media and is highly experienced with using different media equipment. This means that I could gain professional feedback to improve my lighting setup.



TV Studio Shoot – 25/03/2022

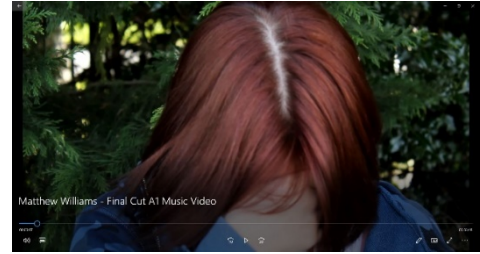
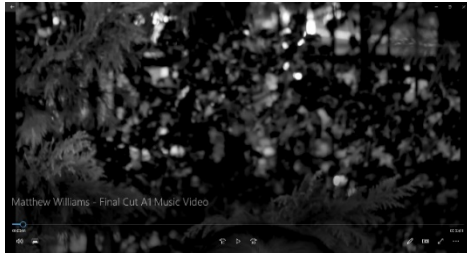


Here, I am doing a run-through of the shot required. To do this, I showed the action to my actor, and she repeated it. This meant that I could film the choreography needed quickly whilst implementing a logical, productive, efficient, and concise approach into doing this.

Here, I am using my Storyboard and Shot List to decide which shot should be filmed next. I am using the templates because the storyboard tells me what the shot should look like and informs me of any camera/actor movements. Meanwhile, I use the shot List to understand how the shot should be filmed any other essential information, and the shotting order of my filming.



Music Video: Final Cuts



Matthew Williams – Final Cut A1 Music Video

Please ensure that this Music Video is sent to the External Verifier. This is because this version has the best audio levels out of all the rough cuts exported to prevent peaking. It also has Monochrome Lighting for the Close-Ups of the actor who is wearing a cape and Eye-Mask to show lies and deceit, whereas some of the other rough cuts do not contain this example of content.



Music Video Director's Cut (Improved) – Matthew Williams

This version of my music video Directors Cut is the version that **MUST** be submitted to the External Verifier. This is because it contains audio commentary over my music video **WITHOUT** any music over the top of the music video, and some behind-the-scenes photography to create interest.

PROOF OF SUBMISSION (IF YOU DO NOT HAVE THESE COPIES, then they will most likely be with Media Lecturer Emily Tait:

These files were uploaded at 18:49 on Friday 22nd April 2022 onto a link shared by a Teams Post. To access these files, you may need to speak to Emily Tait if you do not have them already.

Emily Tait is requesting files for

Music Video Assignment

Matthew Williams - Final Cut A1 Music Vi... X

Music Video Directors Cut (Improved) - ... X

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Total 2 files 587 MB

First name *

Matthew

Last name *

Williams



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Music Video: Post-Production and Critical Evaluation

Editors' Rushes Log

Project Details

Project Title	Save Me
Type of Production	Music Video
Director	Matthew Williams
Producer	Matthew Williams
Footage Review Dates	17/03/2022 – 18/03/2022
Shoot Details	
<ul style="list-style-type: none">• Locations: Cedar Courtyard, Classroom, W-Block, Wooden Bench, ETC, M-Block• Address: Farnborough College of Technology, Hampshire, UK, GU14 6SB• Date: Thursday 17th March 2022• Time of Filming: 09:40 to 16:00• Crew: Mars Taylor (photographer for directors-cut / Camera Operating Assistant), Marton Andras (Assistant Producer)• Cast: Evie Marlow, Kyle Parry, Cassidy Stew• Equipment Used: Canon 550D, TH650 Libec Tripod, <u>Clapper-Board</u>, Smartphone (photographic evidence)	

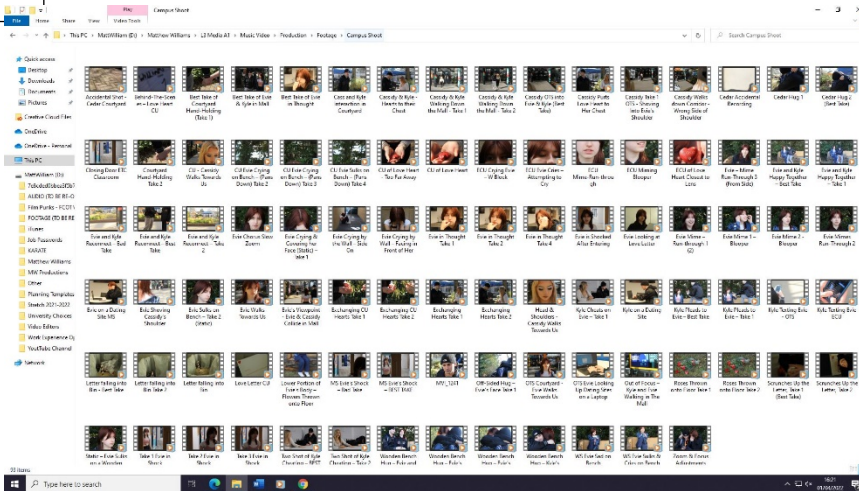
Samples of my Editors Rushes Log

In these next two pages are sample of my Editors Rushes Log. I have chosen to just show a few examples because around two of my Editors Rushes Log Templates are between 20 to 30 pages long.

Renaming my Files

In my version of the Editor Rushes Log, I have added a “New File Name2 column to type in what I will rename each MVI file once it has been analysed. I then write “RENAMED” in green, capital letters once it has been renamed to ensure that all my files are well-organized and accessible for me to locate and edit with.

Footage Review						
File Name & Timecode	New File Name	Shot Type	Shot No & Take	Overall Rating	Advantages	Disadvantages and Suggestions
MVI_1154 25 FPS	Cassidy Walks Down Mall – Wrong Side of Shoulder RENAMED	Over the Shoulder	Shot 31, Take 1	Bad	Good lighting, and relatively smooth camera movement which is Coherent to Cassidy's movement.	Marton appears in shot as do the props/filming equipment, Shot on the wrong side of the sitter. Filmed before Cassidy agreed to play side character.
MVI_1155 25fps	Cassidy OTS Take 1 – Shoving into Evie's Shoulder RENAMED	Over the Shoulder	Shot 31, Take 2	Okay	Now on the correct side of the sitter. The shot is performed is also performed smoothly.	A bit shaky in parts. Filmed before Cassidy agreed to play side character.
MVI_1156 25fps	Cassidy OTS into Kyle & Evie (Best Take) RENAMED	Over the Shoulder	Shot 31, Take 3	Good	BEST TAKE (WITH CASSIDY AS PROTAOGNIST): Good movement which matches alongside actor's walking. Blurred focus on passers-by creates mystery.	No issues found.
MVI_1157 25fps	Evie's Viewpoint – Evie and Cassidy Collide in Mall RENAMED	Over the Shoulder	Shot 32, Take 1	Okay	Good acting and lighting. Everything is well and smoothly with a blank facial expression on Cassidy.	A bit shaky, focus could be better.
MVI_1158 25fps	CU – Cassidy Walking Towards Us RENAMED	CU	Shot 32, Take 2	Bad	Good facial expression which shows anger and sadness.	A bit shaky, focus could be better.
MVI_1159 25fps	Head & Shoulders – Cassidy Walks Towards Us RENAMED	CU	Shot 32, Take 3	Good	Good focus for first 75% of shot and I like the head turning when Cassidy collides with Evie as it hints at anger towards Evie.	Focus could be better nearer the end.
MVI_1160 25fps	Accidental Shot – Cedar Courtyard	POV	N/A	Bad	The only good thing in this shot is the lighting as there is good White-Balance and exposure	This shot was accidentally recorded – record button pressed without realising.



Why did I re-cast my actors?

Originally, I had planned to cast Cassidy as the music video’s protagonist, and Evie Marlow and Kyle’s new girlfriend. This is due to Cassidy winning multiple awards from the dancing competition she has participated in out of-college. Based on this conclusion, I felt that using Cassidy as the main actor would help to add some high-quality choreography into my music video, and that she would be able to do it alongside lip-syncing to make my music video more interesting.

However, I was forced to change actor-role on the day of filming after a few minutes after shooting my first few shots for the day. This is because Casidy felt uncomfortable being cast as Kyle’s original girlfriend for most of my filming shoot and because Evie is already in a relationship with Kyle. Based on this fact, I recast Evie as the protagonist to make everyone feel more comfortable and reshot some of my clips to ensure aa logical, Narrative that makes sense.

I wanted to make my actors comfortable with their roles to ensure that I could get the best acting out of them. Thid helped to increase the quality of my footage and music video to so that I could make my Narrative more successful, believable, and credible.

25fps	RENAMED				from the lens with steady movement.	
MVI_1175 25fps	ECU – Heart Closest to the Lens	ECU	Shot 6, Take 4	Good	BEST TAKE 2: Good distance between lens and heart, strong emphasis on heart.	Cracking noise near end of clip – could indicate an issue with the ISO.
Mvi_1176 25fps	RENAMED					
	Best Take of Courtyard Handholding (Take 1)	CU	Shots 4 and 41, Take 1	Okay		Evie and Kyle's hands are i a shadow which decreases the shot's quality of lighting.
MVI_1177 25fps	RENAMED					
	Courtyard Handholding Take 2	CU	Shots 4 and 41, Take 2	Okay	Good quality and nice hand movements.	The point where the hands meet is a little bit too much to the right.
	RENAMED					
After MVI_1177, actor roles changed so that Evie Marlow now plays the protagonist. Due to this, soe shots were redone. This is because Evie and Kyle are in a relationship and felt that this change would make them feel more comfortable in their roles.						
MVI_1182 25fps	Cedar Hug 1	Two Shot	Shot 44, Take 1	Okay	Good for Director's Cut due to communication between personnel.	Slight movement and cuts off the top of the actors' heads.
	RENAMED					
MVI_1183 25fps	Cedar Hug 2 (Best Take)	Two Shot	Shot 44, Take 2	Good	Good long hug, nice backdrop and improved movement.	I will experiment with colour grading in Adobe Premiere Pro.
	RENAMED					
MVI_1184 25fps	Cass and Kyle Interaction in Courtyard	Two Shot	Not on the storyboard	Okay	Good interaction between Cassidy and Kyle.	Will definitely need actors due to confusion over what the actors should be.
	RENAMED					
MVI_1185 25fps	Evie Shoving Cassidy's Shoulder	Over the Shoulder	Shot 31, Take 4	Good	Good camera movement and I like how the shoving of shoulders is acted.	The exposure could be dimmed a little in Adobe Premiere Pro.
	RENAMED					
MVI_1186 25fps	Cedar Accidental Recording	Over the Shoulder	Not on the storyboard	Bad	Good lighting and White-Balance.	Extremely short with no acting or meaning whatsoever.
MVI_1187 25fps	Evie Walks Towards Us	Over the Shoulder	Shot 32, Take 4	Bad	Good framing and experimentation. The facial expression appropriately shows anger and sadness.	Poor focus because the actors were walking too quickly.
	RENAMED					
MVI_1188	OTS Courtyard -	Over the Shoulder	Shot 32, Take 5	Okay	Better camera movement than	Will need cutting at the end of this clip.

Editors’ Rushes Log

Project Details	
Project Title	Save Me
Type of Production	Music Video
Director	Matthew Williams
Producer	Matthew Williams
Dates of Footage Review	20/03/2022 to 21/03/2022
Shoot Details	
<ul style="list-style-type: none">Filming Location/s: St Peters Church, GraveyardAdress of Filming Location/s: 60 Church Ave, Farnborough, GU14 7APDate of Filming: Sunday 20th March 2022Time of Filming: 11:25 to 13:30Crew: Matthew Williams (Operator / Producer / Director)Cast: No Cast InvolvedEquipment Used: Canon 550D, TH650 Libec Tripod	

Footage Review						
Original File Name and Timecode	New File Name	Shot, Take	Camera Angle	Overall Rating	Advantages	Things to Improve:
MVI_1262 25fps	Pan Downwards – Flowers by Grave 1	Shot 36, Take 1	High Angle	Okay	Smooth panning movement downwards and good colour through the shot	Had to be re-focused when reaching the shot of the flowers. It would also be better if the flowers were closer to the gravestone.
	RENAMED					
MVI_1263 25fps	Pan Downwards – Flowers by Grave 2	Shot 36, Take 2	High Angle	Okay	Better focus on the flowers in this take.	I prefer MVI_1262 due to the focus pull and less focus on gravestone. Also, the camera moves upwards noticeably after panning downwards.
	RENAMED					
MVI_1264 25fps	LA Roses Ground Level 1	Shot 36, Take 3	Low Angle	Good	Nice static shot with great focus on the flowers so that they are emphasized fully.	Wobbles a little at the end, will need cutting in Adobe Premiere Pro.
	RENAMED					
MVI_1265 25fps	LA Roses Ground Level 2 (Bas Take)	Shot 36, Take 4	Low Angle	Bad	Good lighting and the colours match well.	Shot is out of focus despite an implied attempt of a Focus Pull.
	RENAMED					
MVI_1266 25fps	LA Roses Ground Level 3	Shot 36, Take 5	Low Angle	Oka	Good Focus Pull at the end of the clip.	Shak camera movement and poor focus.
	RENAMED					
MVI_1267 25fps	LA Roses Ground Level 4	Shot 36, Take 7	Low Angle	Good	Good focus pulls and footage colours.	A little shaky in parts.
	RENAMED					
MVI_1268 25fps	LA Roses Ground Level (Best Take) 5	Shot 36, Take 8	Low Angle	Good	Best take due to little movement, which is mainly smooth and static, colours and focus pull.	No issues found.
	RENAMED					
MVI_1269 25fps	ECU Heart on Grass Take 1	Shot 12, Take 1	ECU	Good	Smooth and professional focus pull near the end of the clip and great	Experiment with making the red hues more noticeable.

Edit Decision List
(The Paper Edit)



Programme Title: "Save Me" A1 Music Video					
Director		Editor			
Matthew Williams		Matthew Williams			
Sc	Shot	Tape / File#	Chosen Takes		Description/Notes
			T.C. In	T.C. Out	
1	CU	CU Evie Crying on Bench	00:00:03:17	00:00:08:02	This clip has been cut through the Razor Tool and has been used as the first clip of my song.
1	WS	WS Evie Sulks and Cries on Bench	00:00:08:02	00:00:08:16	I have used the Razor Tool and cut at points 00:00:40 and 00:00:41, alongside points 00:00:54 and 00:00:58. Footage outside of the sections of footage have been removed. The clip has been shortened by dragging it from 00:08:00 to 00:06:14.
1	WS Panning Shot	Best Take of Evie & Kyle down the mall.	00:00:10:06	00:00:12:19	Clips has been shortened to 00:03:07 and the slowed to 50% in "speed/duration". This was then changed to 40%, then 60% to make it look as smooth as possible. This has next been cut to 2 seconds and placed as the fourth clip of my music video sequence.
1	CU	Best Take of Courtyard Hand-Holding - Take 1	00:00:12:21	00:00:15:11	Cut through the Razor Tool at 00:02:04. Bezier Keyframes have been used to slowly zoom into Evie ad Kyle's hands holding each other.
1	CU	Exchange CU Hearts Take 2	00:00:15:12	00:00:17:24	Cut at 00:01:00 and 00:03:00. Any sections outside of this time frame have been removed - this has been placed as the 6 th clip of my sequence.

Samples of my Edit Decisions List

In these samples, I have used the Edit Decisions template by Farnborough College of Technology as this is the first time, I have done a Edit Decisions List. B using a college template, I am learning how to do an Editors Decision List and what it requires so that I am more likely to do it successfully.

I have used exact figures and keyframes from Adobe Premiere Pro’s source panel to make my figures as accurate as possible, giving the editor a clear idea of what footage has been cut

FOR NEXT TIME:

When I do my next Edit Decisions List, I will also mention about what other video effects I used than splicing. This will ensure that I am more creative with my post-production process.

1	LS	Evie Crying by Wall – Side On	00:00:24:14	00:00:27:10	Clip has been cut at 00:02:17 and placed to "loved you, how I cried". This is so that I can cut to the beat. The clip has been copied and cut further at 00:00:01:24
2	Over the Shoulder	Evie Shoving Into Cassidy’s Shoulder	00:01:49:02	00:01:51:02	Footage from 00:00:01:04 to 00:00:03:04 has been kept.
2	Low Angle	Evie Looking At Love Letter	00:01:51:02	00:01:21:13	Footage before 00:00:24 and after 00:02:07. The exposure has been increased to “2.3”
2	ECU	Scrunches Up the Letter, Take 1	00:01:21:13	00:01:24:12	Footage after 00:03:15 has been removed. The clip was then shortened again to 00:02:24
2	ECU	Letter Falling into Bin – Best Take	00:01:24:12	00:01:25:20	Footage before 00:02:24 and 00:04:02 has been cut and removed.
2	MS	Evie on a Dating Site	00:01:18:07 00:01:30:01	00:01:19:14 00:01:31:16	Cut at 00:00:01:15, footage after this point has been removed.
2	OTS	OTS Evie Looking Up Dating Sites on a Laptop	00:01:31:16	00:01:34:18	All footage before 00:00:13:23 has been removed through cutting with the Razor Tool, selecting all footage before the relevant point and pressing delete. A similar technique has been used to remove footage after 00:00:15:19
2	Two Shot	Two Shot of Kyle Cheating – BEST TAKE	00:01:06:01	00:01:07:09	Footage before 00:00:04:23 and after 00:00:07:05 has been removed. This section has then been Razored and is now split into two sections.
1	Mid Shot	Take 3 Evie in Shock	00:01:07:09	00:01:10:20	Only footage between 00:00:02:07 and 00:00:06:12 has been kept. The clip was shortened further so that it ends at its point of 00:00:05:16
1	Mid Shot Head & Shoulders Shot Close-Up	Evie in Shock After Entering Classroom	00:01:12:05 00:01:13:17	00:01:13:17 00:01:15:07	This clip has been curt multiple times so that we have three sections: the first 6 seconds of the clip (entering the classroom), 00:01:42:08 to 00:01:43:20 (Head & Shoulder Shock) and 00:01:25:05 to 00:01:20:26 Close-Up Shock. Footage outside of this these time-periods have been removed.
2	Two Shot	Kyle Pleads to Evie – Best Take	00:02:39:14	00:02:51:09	00:00:05:24 to 00:00:14:12
2	Over the Shoulder	Kyle Texting Evie OTS	00:02:28:13	00:02:32:01	00:00:03:04 TO 00:00:06:17
2	ECU	Kyle Texting Evie ECU	00:02:32:01	00:02:39:14	Footage from 00:00:05:10 to 00:00:12:33 has been kept – footage outside of these points has been removed. Same track has been duplicated and increased in scale, and overlayed over its original with a lowered opacity. Footage kept for duplicate track is from the clip point 00:00:07:04 to 00:00:12:07. The start of the clip is on 60.6%. Clips goes onto 100% opacity when message is sent then fades away.

Creating and Editing My "Save Me" Music Video

Creating my Timeline:

First, I created my Timeline by choosing a 25fps frame rate. This is due to most of my clips having a 25fps framerate (only around 10-20% of my clips were 23.98fps). Due to most of my clips being 25fps, I felt that using a 25fps timecode for my sequence would help to make the framerate sleek and prevent any corrupted frames.

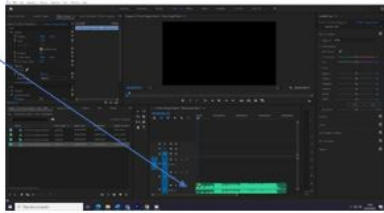
I chose for the compression rate/frame dimensions to be 1920p by 1080p to match the frame 1920p by 1088p. For this, I ensured that I made my selected "Square Pixels" to make my screen 16:9 – helping to match with my 1920p by 1080p framing.

I named my music video project "Save Me" to make it accessible and easy to locate, reinforced by saving it in my "Music Video" subfolder of "Level 3 Media Year 1", "Matthew Williams". I named it "Save Me" because I was doing a music video for a song called "Save Me", by Queen.

Adding the Music:

Unlike other projects, I added my Audio track for "Save Me" into Premiere first as an MP3 to ensure that it could be played on multiple devices and software. I did this to ensure that my music video met the assignment brief of being between three to four minutes in length.

Another reason for adding my music first was so that I could use my storyboard and the track's lyrics to create my music video sequence with.



Page 1

Creating and Editing My "Save Me" Music Video

Creating a Sequence:

After adding my music track, I used my renamed footage to create a sequence. I did this by listening to the music track's lyrics for "Save Me", choosing an appropriate clip and referencing to my storyboard to ensure that my sequence followed the correct story-order of my storyboard.

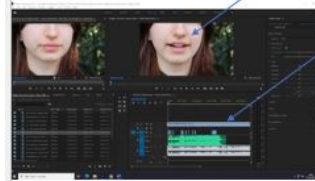
Nevertheless, I decided to move/change the order of some of my shots as I felt that some of my footage went better with other lyrics of the song as opposed to where I placed them on my Storyboards.



Lip-Syncing:

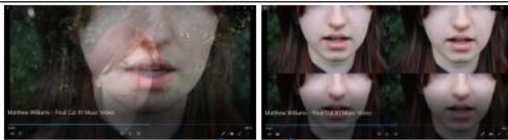
After a few days of creating a sequence, I decided to now add some lip-sync to show miming. To do this, I created some new visual tracks, and layered Shot-Reversal-Shot un-throughs over each other – each one on a separate track. Doing track at a time, I used the clip audio to sync it with the downloaded MP3 of "Save Me" by listening for the clapper board in my footage-audio. I then removed unnecessary segments of lip-sync and used the Razor Tool to cut between sections of lyric.

Some of my Lip-Sync Cuts to the sequence and I kept the rest of the imported in my Premiere Project so that I could efficiently revert back to other sections of lip-sync (based on feedback) if necessary. To ensure that only the required footage was seen in my Timeline Preview during editing and after exporting, I used "Track Toggle Output" to only keep what was required.



Page 2

Creating and Editing My "Save Me" Music Video



Applying my Video Effects (VFX):

After adding my Lip-Sync and completing a rough draft of my Sequence, I decided to apply some Visual Effects to make my "Save Me" as creative, imaginative, innovative, cutting-edge, and inventive as possible. This often included Multi-Framing (to stereotype Queen's sometimes choral-like sound during the "Save Me" chorus), Colour Editing to show a variety of Shots and creating movement through Key-Frames to focus into a particular object or a character's action/facial expression – helping to show romance, an emotive mode of address, interest, and the key themes of my music video.

The photo below shows the start of the edited clip.



The photo below shows the end of the edited clip.



In these two photographs, you can see that I have used Keyframes to slowly zoom into Evie and Kyle holding each other's hand. This is to symbolise Romance.

This is evident because in the right photo, the lens is slightly closer to both characters' hands than it is in the left photo.

This also included transitions: For instance, a section of music video sees a Panning Shot across a graveyard, followed by a Cross Dissolve into a Focus Pull of focusing on the closet grave and onto the surrounding setting (through a Wide Shot). This helped to demonstrate Technical Skills during production (reinforced by focus pulls with the Eye-Masks and so on).

Overlaying and Eyeballing was also used to add interest through Visual Effects (VFX). My favourite example of this is at 00:00:55. At this point, we see an Extreme-Close-Up of a Black Eye-Mask worn by Freya over a Medium Close Up of Freya turning and covering her head (wearing the same eye-mask). The eye mask reveals mystery by withholding the identity of all actors apparent in this section of music video – encouraging us to keep on watching my "Save Me" media production. It also shows creativity, and contrast. The accompanying Cross Dissolve is then slow to match the pace of "Save Me", also making this section sell, smooth, and professionally executed.



Page 3

Post-Production Feedback: "Save Me" Music Video

Taking on Feedback

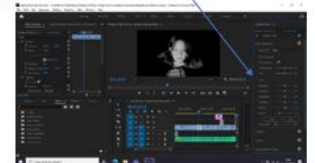
After showing my Rough Cut on 29th March 2022 to a Level 1 Media class peer, I added a Warp Stabiliser to an over the shoulder shot due to this classmate feeling the footage was "Shaky".

After implementing this feedback into my Sequence, I exported my initial Rough Cut on 30th March 2022, sending it to six people in total (one of which was key worker) whom I chose due to their abilities to give constructive, detailed, and specific feedback to help with improving my media products.



Implementing my feedback included removing the Warp Stabiliser to better show Evie's instability due to the breakup in her meaningful relationship and removing the sound effect of a keyboard due to it containing too much background noise and lowering my audio levels.

Further action included adding Monochrome Lighting for the Medium Close-Ups/ Close-Ups of Freya wearing an eye-mask and cape to show lies and deceit, alongside mystery and secrecy. I did this by lowering my Saturation Levels and increasing my "Whites" to "11.1" and lowering my blacks to "-53.1" – helping to emphasize the Monochrome's lighting contrast to make it sharp, and cutting-edge.



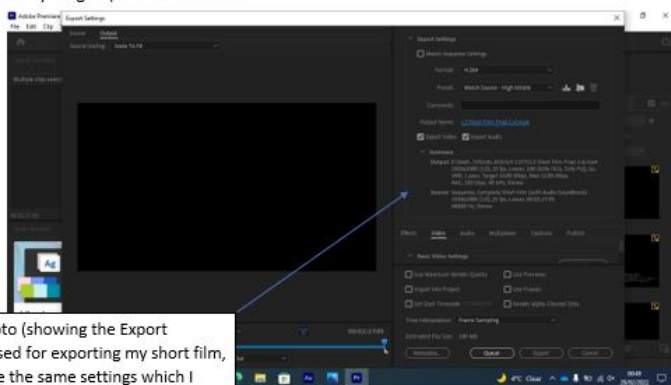
Page 4

Creating and Editing My "Save Me" Music Video

How did I export my "Save Me" music video?

For exporting my "Save Me" music video, I chose the following settings:

- **"H.264", "Match Source – High Bitrate"**: I chose these specific settings so that I could export my "Save Me" visual and audio into a single MP4 Track. This is so that I could gain an instantly playable file which can be watched on multiple devices.
- **Name of my Export** – I named the Final Cut of my Music Video "Matthew Williams – Final Cut A1 Music Video" to make it accessible and easy to find by saving all my exports in the "Music Video" section on my External Disk, "L3 Media Year 1", "Matthew Williams". This helped me to separate each file to create organisation and an efficient workflow.
- **Framerate** – After analysing all the footage through my Editors Rushes Logs, I mainly focused on using 25fps as most of my footage was 25fps (aside from 18 MVI files which were 23.98fps). As my Timelines and MVI files were 25fps, switching to 24fps would have made it possible for my framerate to become destroyed and odd looking if my framerate was edited from 25fps to 24fps.
- **Compression Rate/Frame Dimensions** – As my MVI videos were 1920p by 1088, I focused on using the Compression Rate of 16:9 (1920 by 1080) as this setting allowed me to match my rough cuts and editing as closely to my footage as possible. This prevented me from losing quality within my edited my footage and ensured that everything required was in-frame.



In this photo (showing the Export Settings used for exporting my short film, we can see the same settings which I used for exporting my Music Video into an appropriately MP4 file.

Page 5 of my how "Creating and Editing my 'Save Me' Music Video"

Post-Production Feedback: Music Video



Warp Stabiliser:

In my original rough cut of my music video, a peer from Level 3 Media called Mars commented on my Over The Shoulder Shot looking shaky and mentioned adding a Warp Stabiliser to counteract this effect. In this shot, we can see Evie walking past Kyle and his new girlfriend, showing the new girlfriend's shoulder in doing so. This is to show Evie's ranger due to the breakup of her meaningful relationship.

However, two out of five people felt that the Warp Stabiliser made the shot look odd due to its being "junk". Hence, I re-edited my rushes of this clip back into Premiere and removed the one with the Warp Stabiliser. To do this, I used my Editors Rushes Log to cut with the Razor Tool at the correct points of the clip.

This helped me to show the instability in my protagonist's life.

I've got a little bit of hopefully what seems like tips?? That Behind the shoulder shot was warped quite a bit. I wonder if maybe it'll be better without the warp?? That way you can show the instability in Evie's life??



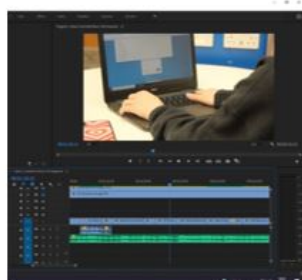
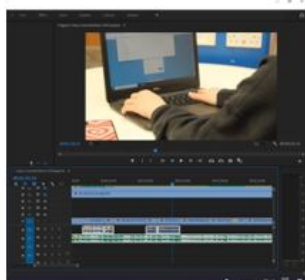
Post-Production Feedback: Music Video



Removing The Keyboard SFX:

In my music video, we see an and a of the protagonist typing on a laptop, searching up dating sites to show her trying to move on from the breakup of her meaningful relationship. In these clips, I decided to add the footage audio due to its having a keyboards sound-effect to create interest. However, most of those who the rough cut was sent to felt that this sound effect had too much background noise. Hence, I went into Premiere and removed the audio by locking the visual tracks with the Timelines settings, selecting the blue audio track beneath the clip and pressing "Delete".

This action removed the background noise in my clip so that the audio quality could be a higher quality.



Post-Production Feedback: Music Video

Hello Matthew! I have just had the opportunity to watch your music video several times. It's looking great! Well done! Here are a few suggestions. I am not sure what the black screen moment adds. You might want to think about this. You might also reword the disclaimer with 'is the property of'. My remaining suggestions edge into the creative side - so please feel free to disregard them if they do not chime with your vision for the work. Opening - open black and white and then fade into colour. Closing - fade from colour into black and white. Consider turning all the scenes with Fleur black and white. Use black and white for the close ups on the written notes throughout. Possibly consider split screen/use of multiple images on some of the lip synched close-ups. I hope these are useful. Good luck! Hadrian

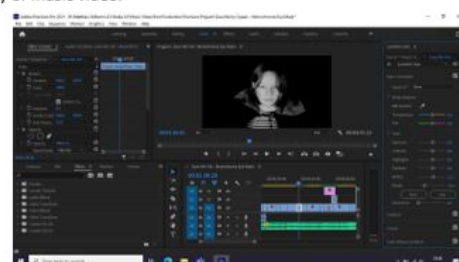
Hadrian Ellory-Van Dekker 30/03 14:42
I meant Freya rather than Fleur...

Adding Monochrome to the Close-Ups of Freya:

I also sent my music video to my key worker as he often gives constructive, highly detailed and specific feedback on my media projects: he suggested using Monochrome Lighting for the Close-Ups and Medium-Close-Ups where we see Freya wearing and acting/choreographing with a black eye mask; and red and black cape.

I had originally intended to use Monochrome but decided to gain feedback first, because I felt that over-relying on Monochrome would reduce the quality of my shots and make each shot less meaningful.

To go about my key worker's feedback, I individually lowered the Saturation of each Close-Up showing Freya and the Eye-Mask to "0.0", lowered the "Blacks" to 11.1 and increased the "Whites" to around 53.1. This helped me to create sharp and hard-hitting contrast to make Freya and the Monochrome colour tones stand out more. This helped me in contributing to a high quality of music video.



Critical Evaluation: A1 Music Video

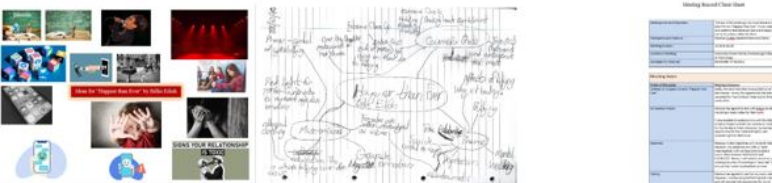
For our music video, our target audience was between 16 and 19 years of age. No offensive language was allowed in our music videos, and it had to contain at least to filming locations, and it had to be for an upcoming local artist or an established artist. We also had to choose three video techniques to include in our music videos.

During an Open Even on 02/03/2022, I was approached by some a music student called Rebecca Hulkes whose band wanted me to do a music video for them. So, we exchanged contact details and I sent her the project overview the next day and gave her some deadlines for sending over an audio file of her song, a lyrics sheet and any footage of her band performing together. I did this to ensure that I could get the necessary resources to begin my Idea Generation with through Secondary Research of my band and to consider how they would want to be portrayed in a music video.



We communicated via Microsoft Teams to avoid mobile costs and to make the project as professional as possible.

The band agreed for me to do a music video for their cover of "Happier than Ever" by Billie Eilish. In response it made it imperative for there to be no swearing and for the song to be three to four minutes long, as the original has swearing and is around five minutes in length.



After the opportunity of working with the music students fell through, I reverted back to my original song choice of "Save Me" by Queen: as part of my Contingency Plan, I had been doing some Secondary/Artist Research and Idea Generation for this song as well as the same for "Happier Than Ever". I did this to prevent falling behind schedule if the opportunity of doing a video for Farnborough College of Technology's music students fell through. This allowed me to be productive and display good time management; and meant that I could move on doing some Primary Research – which I used for improving my idea for "Save Me".

A1 Music Video Evaluation

I filmed on Thursday 17th of March 2022 as I did not have any lessons on Thursdays. This gave me time to focus on getting the best possible footage required for my music video's lip-syncing and structured narrative. However, one of my actors arrived around 40 minutes due to traffic meaning that I decided to film straight away and sort out her Talent Release Form after the lip-syncing/narrative shoot. Also, I took most of the day to film. Next time, I will discuss when I hire actors from Performing Arts before filming, preferably with my tutor or programme manager.

My next shoot was at St Peters Church in Farnborough on Sunday 20th of March 2022. I chose this date because I do not have any activities on most Sundays. I filmed in the churches' graveyard to show romantic props by a gravestone. This is to symbolize the death of a meaningful relationship. This shoot went well as I was able to experiment with an array of props and Focus Pulls. Furthermore, I was able to get Permission for filming here through getting handwritten signatures and shoot details on a Location Release Form.



I also filmed some more shots on 22nd of March 2022 to show a calendar for "years of care and loyalty" and a note saying "self-delusion" to reference to the song's deceit, lies and self-delusion.

My last filming shoot was in the TV Studio on Friday 25th March: at first, I had planned to use it from 09:00 to 10:00 due to there being a school trip there on the same day and asked Josh Sparks to supervise me. This was then changed when an actor from Level 2 could make it into college till 13:00 – forcing me to reschedule my TV Studio Shoot from 13:00 to 14:00.

At the TV Studio, I shot some choreography to add variety in music video. I also filmed Freya choreographing with my black eye-mask and cape to show lies and deceit.



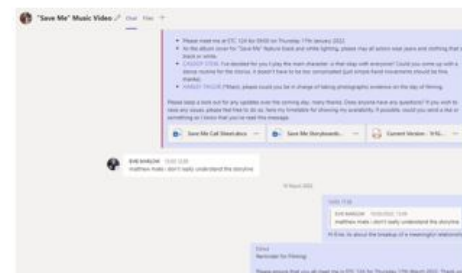
A1 Music Video Evaluation

For "Save Me", I decided to show the breakup of a meaningful relationship due to the song's lyrics. Based on my Primary Research though, I added a happy ending by showing Evie and Kyle back together. This is because many people felt that using symbolism through a gravestone to show the death of a meaningful relationship was depressing and "macabre". One person also commented that "not everything has to be set in stone."

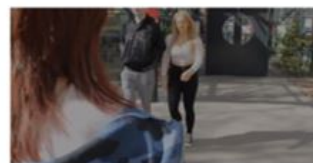
Due to not needing to present my idea to my class, I used my Primary Research as a way of implementing feedback given into my idea so that I could improve my music video for "Save Me" and make it more successful.

12	Why is it/aren't it a good idea?
12	Responses
12	Response
1	It's a good idea
2	It's a good idea
3	It's a good idea
4	It's a good idea
5	It's a good idea
6	It's a good idea
7	It's a good idea
8	It's a good idea
9	It's a good idea
10	It's a good idea
11	It's a good idea
12	It's a good idea

After Pre-Production, I secured my actors and crew by talking to people face to face and creating a group chat for my production team. This was done to communicate ideas, comment on concerns, solve any issues and share relevant pre-production materials for filming (such as the lyrics, the song itself, storyboards, shot lists and a call sheet).



A1 Music Video Evaluation



I can clearly see that you've used Warp Stabilizer on this shot. It doesn't work because of how junky it looks. But overall, I can really see improvements in your pieces Matthew! Good Job!

I've got a little bit of hopefully what seems like tips?? That behind the shoulder shot was warped quite a bit, I wonder if maybe it'll be better without the warp?? That way you can show the instability in Evie's life??

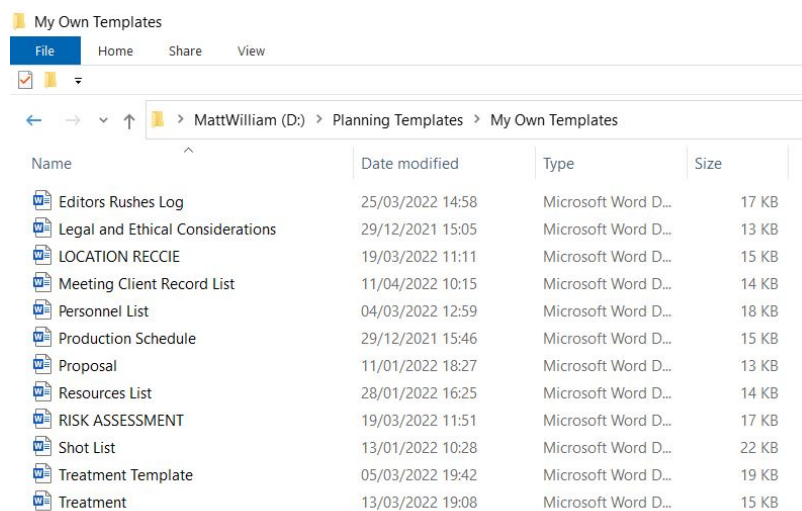
I shared my first rough cut of my music video from around the 29/03/2022 to gain feedback. Based on my feedback, I removed a Warp Stabilizer from the shot of Evie walking past Kyle and Cassidy as it made the shot look junky and did not show the instability of Evie's lifestyle due to the breakup of her meaningful relationship. I also removed a sound effect of Evie typing on a laptop keyboard due to it having too much background noise and made the Close-Ups and Medium Close-Ups of Freya with the cape and eye-mask Monochrome to better reflect lies and deceit.



Music Video: SMART Targets

I will continue with creating my own Pre-Production Templates:

I will continue to develop and adapt my Pre-Production material coherently to my skillsets and abilities – this includes expanding on the material so far and ensuring that all Risk Assessments are standardized. To this, I will go into my original template for MWP Productions and ensure that all the hazards have been put own to make my Risk Assessment and professional and efficient as possible.

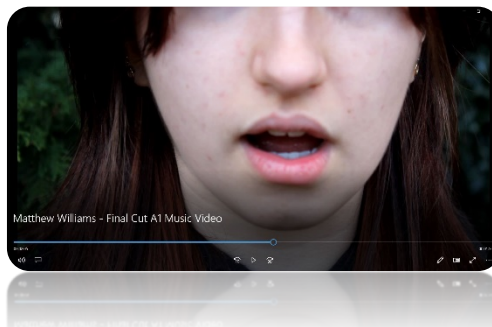


My Own Templates			
File Home Share View			
MattWilliam (D:) > Planning Templates > My Own Templates			
Name	Date modified	Type	Size
Editors Rushes Log	25/03/2022 14:58	Microsoft Word D...	17 KB
Legal and Ethical Considerations	29/12/2021 15:05	Microsoft Word D...	13 KB
LOCATION RECCIE	19/03/2022 11:11	Microsoft Word D...	15 KB
Meeting Client Record List	11/04/2022 10:15	Microsoft Word D...	14 KB
Personnel List	04/03/2022 12:59	Microsoft Word D...	18 KB
Production Schedule	29/12/2021 15:46	Microsoft Word D...	15 KB
Proposal	11/01/2022 18:27	Microsoft Word D...	13 KB
Resources List	28/01/2022 16:25	Microsoft Word D...	14 KB
RISK ASSESSMENT	19/03/2022 11:51	Microsoft Word D...	17 KB
Shot List	13/01/2022 10:28	Microsoft Word D...	22 KB
Treatment Template	05/03/2022 19:42	Microsoft Word D...	19 KB
Treatment	13/03/2022 19:08	Microsoft Word D...	15 KB

The aim of expanding on my own brand-made Pre-Production material is so hat I can develop a branding style for future projects.

I will be more careful with my camera's focus:

At some points in my music video, my camera was out of focus: an exam-ple of this is shown in an Extreme Close Up, where we see Evie Marlow lip-syncing along to "Save Me".



To improve my camera focus, I will take more care of my camera focus by paying attention to my Canon 550D camera screen. Another idea is to do at least three-to-four takes, each time adjusting the focus whilst between takes to make it more likely that I do get more footage with better focus.

Leading on from Focus Quality, I would experiment further with Focus Pulls where necessary. This would help to draw attention for my target audience to crucial mise-en-scene and would give me ab better understanding of how to adjust and create Better Focus when filming my media productions.

Further Reading: Budgeting and Resources

General		
Link	Publication Details	Relevant Page, Project, and Activity
https://www.freelancevideocollective.com/filmmaker-resources/production-crew-rates-film-tv/	Title: Roles and Pay in TV & Film Author: N/A Website: Freelance Video	Pages 26, 40, 71, 92 and 135, Budgeting and Resources
https://www.farn-ct.ac.uk/about-us/room-hire-at-farnborough-college-of-technology/	Product: Room Hire at Farnborough College of Technology Author: Farnborough College of Technology	Pages 26, 40, 71, 92 and 135, Budgeting and Resources
https://estore.farn-ct.ac.uk/product-catalogue/media/course-materials/media-starter-kit-2021	Title: Media Starter Kit Author: Farnborough College of Technology Website: eStore	Pages 26, 40, 71, 92 and 135, Budgeting and Resources
https://bit.ly/3MrBDa9	Product: Canon 550D Site: Google Shopping	Pages 26, 40, 71 and 92, Budgeting and Resources for my TV Advertisement and Short Film
https://bit.ly/3OtIkdl	Product: XLR Cable Site: Google Shopping	Pages 26, 40, 71 and 92, Budgeting and Resources for my TV Advertisement and Short Film
Short Film		
https://bit.ly/3EGUFxf	Product: Plans and Subscriptions for Office 365 Website: Microsoft.com	Page 71 and 92, Budgeting and Resources for my Short Film
https://bit.ly/3EH2WKQ	Product: Boon Pole Website: Boon Pole	Page 71 and 92, Budgeting and Resources for my Short Film
https://bit.ly/3vFeb2l	Product: Zoom H4N Pro Site: Google Shopping	Page 71 and 92, Budgeting and Resources for my Short Film
Music Video		
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