Originate, Develop and Research an Idea for a Media Product

By Michael Gomersall

For our factual programme, we have decided to promote the North West Regional College’s equality agenda, and make a project that shows the help and support that the college offers to people with learning difficulties. We plan to interview people who have learning difficulties and have been supported by the college, and get some first hand information about their experiences with the college., as well as interview staff members who are in charges of and provide the learning support services.

Our original project was going to be Fixers, which we started researching and planning with Chris Pollock who is the Young Person’s Co-ordinator. Fixers is a media project that works with young people who share their stories through media to influence, educate and inform others on specific issues that have affected them in the past. Unfortunately timings did not work out and it would not have been possible to start the brief until after our assignment deadline. We had a video pitch done for fixers and you can get it here.

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

We also had a powerpoint pitch for Fixers o which you can see on my weebly page

<http://michaelmediawork.weebly.com/coursework-yr2.html>

After we had to drop fixers we were stuck for another project, and only had a couple of weeks to find one and do it, and that is when we started the equality project, and started talking to my tutor Faustina about it.

**Pitch a proposal for a media product**

For our project, we are now showing the support that the college gives to people with learning difficulties, and all the learning support it gives. I hope to get interviews of people who help and support them, and classroom assistants, so they can explain what their work is like. I also want to get interviews with the people who have been helped by the college and get first hand information about how the college has supported them through their course. My course tutor Faustina is going to help me find people that would wish to be in the video, and then help me organise meets with them. I hope to get this done before January, but because of fixers and having to drop them last minute I haven’t got as much time as I would have liked to.

# Manage a production process to create a media product

**Pre-Production**

In pre-production the idea is the first step in the production process.

* **Idea generation**: A lot of our ideas were generated through talking with Faustina, other students and my other team member Conor. At the start we were doing Fixers, and had multiple meetings with Chris Pollock about what we were planning but unfortunately as I mentioned above the timings didn’t work out so we moved on to the Equality project, Faustina, Conor and I brainstormed our ideas about how we would show the college and the service. We gathered footage from YouTube and from the college website and we considered who we wanted to interview.
* S**ynopsis**; Our factual film is just to show the support that people get in the college, and how all the staff and tutors all try their best to make everyone equal and to support anyone who needs it so they can get the best education they can. This will also help in promoting the college to potential students as well as to parents.
* **Script;** I helped some of the boys (like the 2 Eoins) write a script for what they were going to say on camera, and told them what to talk about and helped them fit it all in. After all the scripts were done I told them to just use the script as a guideline, and not to read it word for word, as I didn’t want it too scripted. Me and Connor then watched the interviews and picked out good sentences and good parts of the interviews to put in and talked about how we would work them in.
* **Storyboards;** I didn’t use storyboards as we changed our production to working on promoting the student learning services for the college. I was working as part of a team with some first years as well as with Conor and we took some footage ourselves as well as working with already existing footage and edited them together. We didn’t have a clear idea of what the end product would look like or the message we were going to put across as we learned about the service as we went along.
* **Production schedule;** Our production schedule is really tight as we changed our idea and did not really have enough time to give proper attention to creating the video. We had a couple of weeks. So we did some research, finding out about the student learning service and finding footage. Faustina set us up with interviews of key staff members and students. We also took some cut-aways and then edited to create a product that would be suitable for advertising the student services.
* **Location;** All of the shots and locations are in and around the buildings of the North West Regional College as well as of the staff and of the students. If the video is to be used by the college, they would need to get permission from all of those taking part.

**Plans**

* **Shooting script;** For every interview that we do we are going to get 2 different shots so we have more than one camera angle. For all of the interviews we are going to have one camera angle that is head on and then one that is at a different angle, like one from the side of the face or one from a higher angle. And for cutaway shots we are going to walk around the college and if we see a good shot we will take it. We will also cut in footage from other NWRC productions. We want to show vibrant and lively student life and how the support services fit in.
* **Risk assessment;** We have to make sure no one trips over any wires when we are filming, and no one spills and liquids on any electrical equipment. We have to make sure all the cameras and equipment is secure when we are filming, and that no one is carrying on as this could cause accidents. The NWRC is very health and safety conscious so a lot of checks are already in place so we need to focus on what is happening at the time we are filming
* **Crew;** I am the leader of the project, and Conor is working with me. We are also getting assistance off Eoin Godfrey, and Eoin Kenny in first year, who are also going to feature in the film.
* **Actors;** There won’t be any actors in the film but there will be a lot of people who are being interviewed, and they will have a script to help them but they wont be reading straight from the script, and I will help them with the script.

**Production:**

**Technology,**

* **Cameras:** We are going to use JVC’s, as they are of good quality and we can borrow them from the college.
* **Tapes:** We will use the memory cards from the college that simply go into the camera, then we will transfer it to the apple macs in the college and edit them from there.
* **Tripods:** We will use the college tripods in the college.
* **Microphones:** When we were doing interviews, we used clip on mics, because this is how you get the sound quality, we also used the boom mic a couple of times, but we didn’t like the sound quality so we won’t be using them for interviews again. We also got a couple of interviews, where the students who recorded them just used the mic on the camera and these weren’t good sound quality at all, and I had to spend a lot of time on the equalizer trying to fix these sounds.
* **Lights;** We used softbox lights to get the best look during our interviews, and we also used normal lights to get rid of shadows on peoples faces, and to make the interviews look bright enough.
* **Lighting;** We tried to make all the lighting as good as possible, and tried to get rid of all shadows and have peoples faces clear.
* **Sound recording;** For the interviews that we recorded, we used clip mics to get the best sound quality, and then on some of our interviews we used boom mics (but we won’t be doing that again) and then we got a couple of interviews where the people who filmed didn’t use any mics.
* **Health and safety :** We had to keep the wires tucked in, so no one would trip over them. We had to make sure there were no spills on the floor and no fluids or any liquids around or on any electrical equipment. We have to make sure all the cameras and equipment are secure when we are filming, and that no one is carrying on as this could cause accidents.

**Post-production:**

**Technology**

* **Edit suites:** I used Final Cut Pro on the Apple Macs in the editing suite in the college. I find final cut pro has the best features, and is smooth to use.
* **Mixing desks;** We didn’t need to use any mixing decks, I did have to use the equaliser on the sound in Final Cut Pro though.
* **Tape logging;** After we filmed anything, we put the memory cards into the computer and put the footage in an ‘Equality’ folder, so we knew where all the footage was.
* **Edit decision lists;** I was the editor, so I decided what was going on. I did show the film to my teachers and classmates, and people in the other year so that I could get as much feedback as I could, to try and find out how to create the most effective product
* **Editing;** I was the editor, so I edited the project, and put in what I thought was worked well. The editing was hard, as we didn’t have a lot of cutaway shots, so I had to watch and re watch all the footage just to find parts that would seem like they fitted in, or looked like they were to do with the interview.
* **Audio mixing;** The only audio mixing I had to do was getting the echoing sound away in the interviews, and trying to improve the sound quality on the interviews where mics weren’t used. It was hard but we got there eventually.

Crew List –



**Michael Gomersall** – I was the director of this project, and organised the interviews(with the help of my tutor faustina). I did the first half of the pre production, and was a camera man for a couple of the interviews. I also did a pitch for fixers when we thought we would be doing fixers instead of equality. I edited the project, and downloaded music to use and gathered cutaway shots. I fixed the sound of the interviews in the editing suite. I did the write up for the project, and I showed the videos to teachers, people in my class and people in different classes to try and get feedback so I could make it perfect. I also just did wee bits of paper work and research to try and make the equality project as good as it could possibly be. I also edited my own advertisement for it, to make a shorter faster one.

****

**Connor McCallion** – I was assistant director of this project. I did one half on the pre production work, and Michael did the other half. I was also a cameraman and operated the camera on most of the interviews. I put together my own 30 seconds trailer for the equality video.

****

**Eoin Gorfrey and Eoin Kenny-**  The 2 eoins filmed a interview for us to use in the equality project.



**Faustina Starrett** – Faustina helped us get people to interview for the project as she has many contacts. She also helped organise people coming in to get interviewed aswell.