FEDERAL MINISTRY OF EDUCATION

# National Skills Qualifications

## FOR

# CREATIVE MEDIA PRODUCTION

## LEVEL 1, 2 & 3

### February, 2025



NATIONAL BOARD FOR TECHNICAL EDUCATION

NBTE

NBTE-IDEAS

THE WORLD BANK
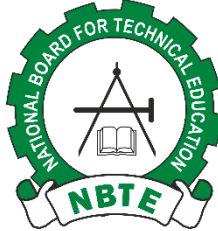IBRD • IDA | WORLD BANK GROUP

**Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS) Project**

**Funded by IDEAS project**

**National Board for Technical Education**

Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria

NATIONAL SKILLS QUALIFICATION

# CREATIVE MEDIA PRODUCTION

# LEVEL 1-3

## FEBRUARY, 2025

**Contents**

# NATIONAL SKILLS QUALIFICATION

# CREATIVE MEDIA PRODUCTION

# LEVEL 1

## FEBRUARY, 2025

**NATIONAL SKILLS QUALIFICATION**

**NSQ LEVEL 1 - CREATIVE MEDIA PRODUCTION**

## GENERAL INFORMATION

**QUALIFICATION PURPOSE**

*This qualification is designed to equip learners with knowledge and skills needed in the Creative Media sector.*

**QUALIFICATION OBJECTIVES**

The learner should be able to:

a. Comply with health and safety requirements
b. Communicate effectively and work within a production crew
c. Operate a computer and its applications
d. Use graphic design applications
e. Perform the basic elements of filmmaking
f. Operate photo cameras and its production gears
g. Use sound recording techniques and sound software to produce creative mixdown
h. Recognise applications use in digital media

*MANDATORY UNITS*

| Unit No | Reference Number | NOS Title | Credit Value | Guided Learning Hours | Remark |
|---------|------------------|-----------|--------------|-----------------------|--------|
| Unit 001 | ICT/CMP/001/L1 | Occupational Health and Safety in Creative Media Production | 2 | 20 | |
| Unit 002 | ICT/CMP/002/L1 | Teamwork | 2 | 20 | |
| Unit 003 | ICT/CMP/003/L1 | Communication Skills | 2 | 20 | |
| Unit 004 | ICT/CMP/004/L1 | Computer Appreciation and Application | 2 | 20 | |
| Unit 005 | ICT/CMP/005/L1 | Introduction to Performance Art | 3 | 30 | |
| Unit 006 | ICT/CMP/006/L1 | Introduction to Graphics Design | 3 | 30 | |
| Unit 007 | ICT/CMP/007/L1 | Basics of Film Making | 3 | 30 | |
| Unit 008 | ICT/CMP/008/L1 | Introduction to Basic Photography | 3 | 30 | |
| Unit 009 | ICT/CMP/009/L1 | Introduction to Sound Techniques | 3 | 30 | |
| Unit 010 | ICT/CMP/010/L1 | Digital Media | 3 | 30 | |
| Total | | | 26 | 260 | |

**UNIT001:       Occupational Health and Safety**

**Unit reference number:**        ICT/CCP/001/L1

**NSQ level:**        1

**Credit value:**        2

**Guided learning hours:**        20

**Unit Purpose:** This unit is designed to provide the learner with knowledge and skills required for health and safety in workplace.

**Unit Assessment/Evidence Requirements:**

Assessment must be carried out in real workplace environment in which learning, health and safety protocols are being displayed by the Trainee. Simulation is allowed in this unit and level.

Assessment methods to be used include:

1.        Direct Observation (DO)
2.        Question and Answer (QA)
3.        Witness Testimony (WT)
4.        Personal Statement (PS) or Reflective Practice (RP)
5.        Assignment (ASS)

**UNIT 001: OCCUPATIONAL HEALTH AND SAFETY**

| LEARNING OBJECTIVE (LO) The learner will: | | PERFORMANCE CRITERIA The learner can: | Evidence Type | | | | | Evidence Ref. No. | Page | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *LO 1:* *Know Occupational Hazards* | 1.1 | Explain Occupational Hazards | | | | | | | | | |
| | 1.2 | Identify Hazards in Creative Media Workplace | | | | | | | | | |
| | 1.3 | Identify the following First Aid Measures: <ul><li>First Aid Box</li><li>Fire Extinguisher</li><li>Sand Bucket</li><li>Smoke Alarm</li><li>Fire Alarm etc.</li></ul> | | | | | | | | | |
| | 1.5 | Explain the negative effect of hazard in a work environment | | | | | | | | | |
| | 1.6 | Explain how to minimize occupational hazards in a creative media work environment | | | | | | | | | |
| | 1.7 | Describe safety protocols in a work place | | | | | | | | | |
| *LO 2:* *Know Safety Protocols in a creative media work place* | 2.1 | Explain the use of the following: Helmets Hand Gloves Work Jackets | | | | | | | | | |
| | 2.2 | Describe a safe video coverage environment | | | | | | | | | |
| | 2.4 | Identify safe acts and unsafe conditions/practices in workplace | | | | | | | | | |
| | 2.5 | Explain how to quench a fire | | | | | | | | | |
| *LO 3:* *Understand response to Health Emergencies* | 3.1 | Explain health emergency in a work place | | | | | | | | | |
| | 3.2 | Identify emergency activity in a work place | | | | | | | | | |
| | 3.3 | How you can help with an emergency response | | | | | | | | | |

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| Learners Signature: | Date |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**NATIONAL SKILLS QUALIFICATION**

**LEVEL 1: CREATIVE MEDIA PRODUCTION**

**UNIT 002: Teamwork**
**Unit Reference Number:** ICT/CMP/002/L1
**NSQ Level:**                    **1**
**Credit Value:**                 **2**
**Guided Learning Hours:**        **20**

**Unit Purpose:** This unit introduces learners to how to effectively work as a team.

**Unit Assessment Requirements/ Evidence Requirements:**
Assessment must be carried out in real workplace environment in which learning and human development is carried out.

***Assessment methods to be used include:***

1. Direct Observation/Oral Questions (DO)
2. Questions and Answers (QA)
3. Witness Testimony (WT)
4. Assignment (ASS), etc.

**UNIT 002: TEAMWORK**

| LEARNING OBJECTIVE (LO) The Learner will: | | PERFORMANCE CRITERIA The Learner can: | Evidence Type | | | | | Evidence Ref. Page No. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1:** *Know Team Work, Team Member and their Attributes* | 1.1 | Define team work in creative media | | | | | | | | | | |
| | 1.2 | List the attributes of a team member in content creation: | | | | | | | | | | |
| | 1.3 | Explain purpose of team work in content creation | | | | | | | | | | |
| | 1.4 | Outline the advantages of team work | | | | | | | | | | |
| **LO 2:** *Know Team Formation in creative media* | 2.1 | Explain team formation in creative media | | | | | | | | | | |
| | 2.2 | List the roles of team members in creative media | | | | | | | | | | |
| | 2.3 | Explain roles of team members identified in 2.2 | | | | | | | | | | |
| **LO 3:** *Understand how to build an effective team* | 3.1 | Describe the stages of team development | | | | | | | | | | |
| | 3.2 | Outline the ways to build trust among team members | | | | | | | | | | |
| | 3.3 | Outline ways to resolve conflict in a team | | | | | | | | | | |
| **LO 4:** *Understand communication skills in a team* | 4.1 | Outline the importance of communication in a team | | | | | | | | | | |
| | 4.2 | Explain listening skills | | | | | | | | | | |
| | 4.3 | List the importance of listening skills in a team setting | | | | | | | | | | |
| | 4.4 | Explain effective communication structure | | | | | | | | | | |

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| Learners Signature: | Date |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**NATIONAL SKILLS QUALIFICATION**

**LEVEL 1: CREATIVE MEDIA PRODUCTION**

**UNIT 003:  Communication Skills**
**Unit Reference Number:** ICT/CMP/003/L1
**NSQ Level: 1**
**Credit Value: 2**
**Guided Learning Hours: 20**

**Unit Purpose:** This Unit introduces learners to communicate effectively in a team
and work place

**Unit Assessment Requirements/ Evidence Requirements:**
Assessment must be carried out in real workplace environment in which learning and human
development are carried out.

***Assessment methods to be used include:***
1.  Direct Observation/Oral Questions (DO)
2.  Questions and Answers (QA)
3.  Witness Testimony (WT)
4.  Assignments (ASS), etc.

## UNIT 003: COMMUNICATION SKILLS

| LEARNING OBJECTIVE (LO) The learner will: | | PERFORMANCE CRITERIA The learner can: | Evidence Type | | | | | Evidence Ref. No. | Page | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1:** *Understand simple communication command in creative media* | 1.1 | Explain Communication | | | | | | | | | |
| | 1.2 | Explain the following channels of communication:<br>• Walkie-talkie<br>• Radio<br>• Telephone<br>• E-mails etc. | | | | | | | | | |
| | 1.3 | Explain the following media words:<br><br>• Cue-in<br>• Cue-out<br>• Roll camera<br>• Action | | | | | | | | | |
| | 1.4 | Use two of the words in 1.3 and demonstrate in class | | | | | | | | | |
| **LO 2:** *Know different types of communication channels* | 2.1 | Explain the following channels of communication:<br>• Letter<br>• Social Media<br>• e-mail<br>• Memo | | | | | | | | | |
| | 2.2 | Identify two channels of communication in 2.1 | | | | | | | | | |
| | 2.3 | Communicate in work place using sources identified in 2.1 | | | | | | | | | |
| *LO 3:* *Know importance of communication* | 3.1 | Explain communication benefits | | | | | | | | | |
| | 3.2 | Explain communication gap and its negative effect in a workplace | | | | | | | | | |
| | 3.3 | Describe how communication gap causes problem in a workplace | | | | | | | | | |
| | 3.4 | Carry out any announcement communication activity in class | | | | | | | | | |

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| Learners Signature: | Date: |
| Assessors Signature: | Date: |
| IQA Signature (if sampled): | Date: |
| **EQA Signature (if sampled):** | Date: |

**NATIONAL SKILLS QUALIFICATION**

**LEVEL 1: CREATIVE MEDIA PRODUCTION**

**UNIT 004: Computer Appreciation and Application**
**Unit Reference Number:** ICT/CMP/004/L1
**NSQ Level:**                 **1**
**Credit Value:**              **2**
**Guided Learning Hours:**     **20**

**Unit Purpose:** This Unit is designed to equip learners with basic knowledge of computer, its types and uses.

**Unit Assessment Requirements/ Evidence Requirements:**
Assessment must be carried out in real work place environment in which learning and human development is carried out.

***Assessment methods to be used include:***

1. Direct Observation/Oral Questions (DO)
2. Questions and Answers (QA)
3. Witness Testimony (WT)
4. Assignments (ASS), etc.

**UNIT 004: COMPUTER APPRECIATION AND APPLICATION**

| LEARNING OBJECTIVE (LO)<br><br>The learner will: | | PERFORMANCE CRITERIA<br><br><br>The learner can: | Evidence Type | | | | | Evidence Ref. Page No. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1:** *Know computer and its types* | 1.1 | Define a computer system | | | | | | | | | |
| | 1.2 | List types of computer devices | | | | | | | | | |
| | 1.3 | Outline the uses of computer | | | | | | | | | |
| | 1.4 | Explain functions of computer and its devices in creative media | | | | | | | | | |
| **LO 2**<br><br>*Know computer software and hardware used in creative media* | | | | | | | | | | | |
| | 2.1 | What is computer application | | | | | | | | | |
| | 2.2 | Understand the concept of computer software | | | | | | | | | |
| | 2.3 | Explain difference between software and hardware | | | | | | | | | |
| | 2.4 | Outline the types of computer software in creative media | | | | | | | | | |
| | 2.5 | List the uses of computer software used in creative media | | | | | | | | | |
| **LO3**<br><br>*Know the basics of computer application* | 3.1 | What is the user application interface | | | | | | | | | |
| | 3.2 | Differentiate between the user interface and application interface | | | | | | | | | |
| | 3.3 | List the functions of application interface in creative media | | | | | | | | | |
| | 3.4 | Demonstrate practical examples of some basic tools used in creative media | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**NATIONAL SKILLS QUALIFICATION**

**LEVEL 1: CREATIVE MEDIA PRODUCTION**

**UNIT 005: Introduction to Performance Art**
**Unit Reference Number:** ICT/CMP/005/L1
**NSQ Level:**            **1**
**Credit Value:**          **2**
**Guided Learning Hours:**     **20**

**Unit Purpose:** This Unit is designed to equip learners with basic knowledge of performance art and its uses

**Unit Assessment Requirements/ Evidence Requirements:**
Assessment must be carried out in a real work place environment in which learning and human development are carried out.

***Assessment Methods to be used include:***

1. Direct Observation/Oral Questions (DO)
2. Questions and Answers (QA)
3. Witness Testimony (WT)
4. Assignments (ASS), etc.

**UNIT 005: PERFORMANCE ART**

| LEARNING OBJECTIVE (LO)<br><br><br>The learner will: | | PERFORMANCE CRITERIA<br><br><br>The learner can: | Evidence Type | | | | | Evidence Ref. No. | | Page | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1:** *Know the Basics of Performing Arts* | 1.1 | Define performance art | | | | | | | | | |
| | 1.2 | Discuss the history of performance art | | | | | | | | | |
| | 1.3 | Outline various forms of performance art | | | | | | | | | |
| | 1.4 | Differentiate between aive Art and presentation in art | | | | | | | | | |
| Lo 2 *Understand the Basics of Performance Creation and Theater Arts* | | | | | | | | | | | |
| | 2.1 | Outline types of theater arts | | | | | | | | | |
| | 2.2 | List the stages involved in performance creation | | | | | | | | | |
| | 2.3 | Outline some of the rehearsals methods in performance art | | | | | | | | | |
| LO3 *Know Event Planning and Performance* | 3.1 | Define event organization | | | | | | | | | |
| | 3.2 | Explain key event organization plans<br>• Performance<br>• Scheduling<br>• Logistics<br>• Stage Setup | | | | | | | | | |
| | 3.3 | What is event management | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**NATIONAL SKILLS QUALIFICATION**

**LEVEL 1: CREATIVE MEDIA PRODUCTION**

**UNIT 006:  Introduction to Graphics Design**
**Unit Reference Number:** ICT/CMP/006/L1
**NSQ Level:**                    **1**
**Credit Value:**                 **2**
**Guided Learning Hours:**        **20**

**Unit Purpose:** This Unit is designed to equip learners with Basic Knowledge and Skills of Graphics Design.

**Unit Assessment Requirements/ Evidence Requirements:**
Assessment must be carried out in real workplace environment in which learning and human development is carried out.

***Assessment Methods to be used include:***
1. Direct Observation/Oral Questions (DO)
2. Questions and Answers (QA)
3. Witness Testimony (WT)
4. Assignments (ASS), etc.

**UNIT 006: INTRODUCTION TO GRAPHICS DESIGN**

| LEARNING OBJECTIVE (LO) The learner will: | | PERFORMANCE CRITERIA The learner can: | Evidence Type | | | | | Evidence Ref. Page No. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Lo 1:* *Understand Graphics Design* | 1.1 | Explain graphics design | | | | | | | | | | |
| | 1.2 | Discuss different types of graphics design | | | | | | | | | | |
| | 1.3 | Explain good quality of graphics design | | | | | | | | | | |
| | 1.4 | Explain motion graphics | | | | | | | | | | |
| *Lo 2:* *Know Requirements for a Graphics Designer* | 2.1 | List the qualities of a graphics designer | | | | | | | | | | |
| | 2.2 | Identify roles of a graphic designer in communication | | | | | | | | | | |
| | 2.3 | Identify equipment required for graphics design. | | | | | | | | | | |
| *Lo 3:* *Know the Applications for Graphic Design Production* | 3.1 | Explain the functions of Adobe Corel Draw and Adobe Illustrator. | | | | | | | | | | |
| | 3.2 | Explain the tools for graphic design in Adobe Photoshop and Lightroom | | | | | | | | | | |
| | 3.3 | Explain the tools for Google SketchUp | | | | | | | | | | |
| | 3.4 | Identify different types of motion graphics software and their functions | | | | | | | | | | |
| | 3.5 | Sketch different types of graphics using Vector and Pixel Software | | | | | | | | | | |
| | 3.6 | Use any of the graphic design in 3.5 and explain their concepts. | | | | | | | | | | |
| *Lo 4:* *Know the Concept of Graphic Design in telling a story* | 4.1 | Explain the purpose of graphic design in storytelling | | | | | | | | | | |
| | 4.2 | Use any graphic design to tell a story | | | | | | | | | | |
| | 4.3 | Explain the concept of graphic design in Communication | | | | | | | | | | |
| *LO 5:* *Know the difference between Graphic Design and Animation* | 5.1 | Define animation | | | | | | | | | | |
| | 5.2 | Identify animation types | | | | | | | | | | |
| | 5.3 | Distinguish between graphics design and Animation | | | | | | | | | | |

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| Learners Signature: | Date |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |

**NATIONAL SKILLS QUALIFICATION**

**LEVEL 1: CREATIVE MEDIA PRODUCTION**

**UNIT 007: Basic Filmmaking**
**Unit Reference Number:** ICT/CMP/007/L1
**NSQ Level:** 1
**Credit Value:** 2
**Guided Learning Hours:** 20

**Unit Purpose:** This Unit is designed to equip learners with basic knowledge and skills of film making.

**Unit Assessment Requirements/ Evidence Requirements:**
Assessment must be carried out in a real workplace environment in which learning and human development are carried out.

*Assessment Methods to be used include:*
1. Direct Observation/Oral Questions (DO)
2. Questions and Answers (QA)
3. Witness Testimony (WT)
4. Assignments (ASS), etc.

**UNIT 007: BASIC FILMMAKING**

| LEARNING OBJECTIVE (LO) The learner will: | | PERFORMANCE CRITERIA  The learner can: | Evidence Type | | | | | Evidence Ref. Page No. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *LO 1: Understand Film* | 1.1 | Define film | | | | | | | | | | |
| | 1.2 | Explain types of film genres: <br>• Comedy <br>• Action <br>• Epic <br>• Thrillers <br>• Sci-Fi <br>• Fantasy | | | | | | | | | | |
| | 1.3 | Explain the purposes of film production <br>• Storytelling <br>• Entertainment <br>• Education <br>• Documentation <br>• Propaganda <br>• Profit | | | | | | | | | | |
| | 1.4 | Differentiate between a stage play and a film | | | | | | | | | | |
| *LO 2: Know different Types of Film Crew* | 2.1 | Explain film crew | | | | | | | | | | |
| | 2.2 | List film crew members | | | | | | | | | | |
| | 2.3 | Explain different roles of crew members in film production | | | | | | | | | | |
| | 2.4 | Describe the role of a director in film production | | | | | | | | | | |
| | 2.5 | Explain the importance of director of photography in film production | | | | | | | | | | |
| | 2.6 | Explain the role of the gaffer in film production | | | | | | | | | | |
| | 2.7 | Explain the role of the sound recordist in film production | | | | | | | | | | |
| | | | | | | | | | | | | |
| *Lo 3: Know Types of Film Category* | 3.1 | Identify types of film production: <br>• Feature Films <br>• Short Films <br>• Documentaries <br>• Serials <br>• Commercials <br>• Music Video <br>• Corporate/Industrial Films | | | | | | | | | | |
| | 3.2 | Explain the above types of film production in 3.1 | | | | | | | | | | |

| LEARNING OBJECTIVE (LO) The learner will: | | PERFORMANCE CRITERIA<br><br>The learner can: | Evidence Type | | | | | Evidence Ref. Page No. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 3.3 | Explain the pre-production stage of film production in 3.1 | | | | | | | | | | |
| | | Explain the production (Principal Photography) stage of film production | | | | | | | | | | |
| | | Explain the post-production stage of film production | | | | | | | | | | |
| *Lo 4:*<br>*Know the Elements of Film* | 4.1 | Explain scriptwriting for film production<br>• Plotting<br>• Character Development<br>• 3 Act Structure- Beginning, Middle and End<br>• Script Formatting | | | | | | | | | | |
| | 4.2 | Explain production design in film production | | | | | | | | | | |
| | 4.3 | Explain budget in film production | | | | | | | | | | |
| *Lo 5:*<br>*Know How to Distribute Film* | 5.1 | Explain film distribution | | | | | | | | | | |
| | 5.2 | Discuss the various channels of film distribution:<br>• Social Media (Facebook, YouTube, Instagram, Snap Chat, X)<br>• Streaming Platforms<br>• Broadcast Stations<br>• Terrestrial TV<br>• Cinema Etc. | | | | | | | | | | |
| | 5.3 | Use any streaming platform to watch a Film | | | | | | | | | | |

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| Learners Signature: | Date |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**NATIONAL SKILLS QUALIFICATION**

**LEVEL 1: CREATIVE MEDIA PRODUCTION**

**UNIT 008:  Introduction to Photography**
**Unit Reference Number:** ICT/CMP/008/L1
**NSQ Level:**                    **1**
**Credit Value:**                 **2**
**Guided Learning Hours:**        **20**

**Unit Purpose:** This Unit is designed to equip learners with basic knowledge and skills of photography.

**Unit Assessment Requirements/ Evidence Requirements:**
Assessment must be carried out in a real work place environment in which learning and human development are carried out.

***Assessment Methods to be used include:***
1. Direct Observation/Oral Questions (DO)
2. Questions and Answers (QA)
3. Witness Testimony (WT)
4. Assignments (ASS), etc.

**UNIT008:  INTRODUCTION TO BASIC PHOTOGRAPHY**

| LEARNING OBJECTIVE (LO) The learner will: | | PERFORMANCE CRITERIA The learner can: | Evidence Type | | | | | Evidence Ref.  Page No. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *LO1: Understand the Basic Components of Camera and their Functions* | 1.1 | Define a camera | | | | | | | | | | |
| | 1.2 | Discuss different types of cameras | | | | | | | | | | |
| | 1.3 | List the various components of a camera | | | | | | | | | | |
| | 1.4 | Outline the functions of each camera component | | | | | | | | | | |
| *LO2: Know the Fundamentals of Camera Accessories and Lenses* | 2.1 | List some camera accessories for creative media | | | | | | | | | | |
| | 2.2 | Outline the types of lenses used in creative media production | | | | | | | | | | |
| | 2.3 | Discuss the safety procedures when handling a camera and its accessories | | | | | | | | | | |
| | 2.4 | List the steps involved in setting up a camera for production: <br>• Battery Check <br>• Tripod Balance Check <br>• Storage <br>• Sound Input | | | | | | | | | | |
| LO3 Know Camera Settings and Adjustments | 3.1 | Explain camera shooting and adjustment modes | | | | | | | | | | |
| | 3.2 | List the advantages of camera settings and adjustments | | | | | | | | | | |
| | 3.3 | Outline the procedures involved in camera exposure adjustments: <br>• ISO <br>• Shutter Speed <br>• Aperture <br>• White Balance | | | | | | | | | | |
| | 3.4 | Explain Camera Focus: <br>• Shallow Focus <br>• Deep Focus <br>• Rack Focus <br>• Depth of Field | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO4** | 4.1 | Explain the basic camera lens cleaning | | | | | | | | | | |
| **Understand Basic Camera Troubleshooting and Maintenance** | 4.2 | Explain how to read basic camera error messages and their solutions | | | | | | | | | | |
| | 4.3 | List common camera problems and their solutions | | | | | | | | | | |
| | 4.4 | Outline the advantages of camera maintenance | | | | | | | | | | |

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| Learners Signature: | Date |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**NATIONAL SKILLS QUALIFICATION**

**LEVEL 1: CREATIVE MEDIA PRODUCTION**

**UNIT 009:  Introduction to Sound Techniques**
**Unit Reference Number:** ICT/CMP/009/L1
**NSQ Level:**                    **1**
**Credit Value:**                 **2**
**Guided Learning Hours:**        **20**

**Unit Purpose:** This Unit *is designed to equip learners with basic knowledge and skills of* sound techniques

**Unit Assessment Requirements/ Evidence Requirements:**
Assessment must be carried out in a real work place environment in which learning and human development are carried out.

***Assessment Methods to be used include:***

1. Direct Observation/Oral Questions (DO)
2. Questions and Answers (QA)
3. Witness Testimony (WT)
4. Assignments (ASS), etc.

## UNIT 009: INTRODUCTION TO SOUND TECHNIQUES

| LEARNING OBJECTIVE (LO) The learner will: | | PERFORMANCE CRITERIA The learner can: | Evidence Type | | | | | Evidence Ref. Page No. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1:** *Understand Sound* | 1.1 | Define sound | | | | | | | | | | |
| | 1.2 | Explain the relationship between sound and action (Visual) | | | | | | | | | | |
| | 1.2 | Distinguish between sound and action (Visual) | | | | | | | | | | |
| | 1.3 | Identify types of sound | | | | | | | | | | |
| | 1.4 | Explain the use of sound in creative media production | | | | | | | | | | |
| | 1.5 | Distinguishes creative sound and real sound | | | | | | | | | | |
| | 1.6 | Use a smartphone to record a sound | | | | | | | | | | |
| **LO 2:** *Know Sound Equipment* | 2.1 | Explain the following sound tools and their various usages: <br> • Microphones <br> • Audio console <br> • Speakers <br> • Headphones <br> • Sound Mixer | | | | | | | | | | |
| | 2.2 | Use sound recorder to record a sound | | | | | | | | | | |
| | 2.3 | Use headphones to listen to sound | | | | | | | | | | |
| | 2.4 | Explain Adobe Audition Software for sound editing | | | | | | | | | | |
| **LO 3:** *Know the Concept of Sound Recording* | 3.1 | Explain sound recording | | | | | | | | | | |
| | 3.2 | Explain the importance of sound recording | | | | | | | | | | |
| | 3.3 | Identify recorded sound and its formats | | | | | | | | | | |
| | 3.4 | Explain the benefits of sound recording in creative media production | | | | | | | | | | |

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| Learners Signature: | Date |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**NATIONAL SKILLS QUALIFICATION**

**LEVEL 1: CREATIVE MEDIA PRODUCTION**

**UNIT 010:  Digital Media**
**Unit Reference Number:** ICT/CMP/0010/L1
**NSQ Level:**                    **1**
**Credit Value:**                    **2**
**Guided Learning Hours:**        **20**

**Unit Purpose:** This Unit is designed to equip learners with basic knowledge and skills in digital media.

**Unit Assessment Requirements/ Evidence Requirements:**
Assessment must be carried out in a real work place environment in which learning and human development are carried out.

***Assessment Methods to be used include:***
1. Direct Observation/Oral Questions (DO)
2. Questions and Answers (QA)
3. Witness Testimony (WT)
4. Assignments (ASS), etc.

**UNIT 0010: DIGITAL MEDIA**

| LEARNING OBJECTIVE (LO)<br><br>The learner will: | | PERFORMANCE CRITERIA<br><br>The learner can: | Evidence Type | | | | Evidence Ref. Page No. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1:** *Understand the Basics of Digital Media* | 1.1 | Explain digital media | | | | | | | | |
| | 1.2 | List the types of digital media | | | | | | | | |
| | 1.3 | Outline the uses of digital media | | | | | | | | |
| | 1.4 | Explain the classifications of digital media | | | | | | | | |
| LO 2 *Understand the Basics of Digital Media Distribution* | 2.1 | Explain digital media distribution | | | | | | | | |
| | 2.2 | List some Digital Media Distribution plans | | | | | | | | |
| | 2.3 | List the advantages of Digital Media Distribution | | | | | | | | |
| LO3 *Know the Difference between Digital Media and other Forms of Media* | 3.1 | Differentiate between Digital Media and other Forms of Media | | | | | | | | |
| | 3.2 | List the Main Functions of Digital Media | | | | | | | | |
| | 3.3 | Outline the Characteristics of Digital Media | | | | | | | | |
| LO 4 *Know applications used in digital media* | 4.1 | List various application use in Digital Media Distribution | | | | | | | | |
| | 4.2 | Outline the Uses of the Application listed above | | | | | | | | |
| | 4.3 | Describe some Practical Examples of some Basic Tools in Digital Media Distribution | | | | | | | | |

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| **Learners Signature:** | **Date:** | |
| Assessors Signature: | Date: | |
| IQA Signature (if sampled) | Date: | |
| **EQA Signature (if sampled)** | **Date:** | |

# NATIONAL SKILLS QUALIFICATION

# CREATIVE MEDIA PRODUCTION

# LEVEL 2

## FEBRUARY, 2025

**NATIONAL SKILLS QUALIFICATION**

**NSQ LEVEL 2- CREATIVE MEDIA PRODUCTION**

**GENERAL INFORMATION**

**QUALIFICATION PURPOSE**

*This qualification is designed to equip learners with the knowledge and skills needed in the creative media sector.*

**QUALIFICATION OBJECTIVES**

The learner should be able to:
   a. Comply with Health and Safety Requirements
   b. Communicate Effectively and work within a Production Crew
   c. Develop File Management Skills and use Word Processing Applications Effectively
   d.  Demonstrate Visual Storytelling, Lighting Techniques and Post-Processing Editing in Photography
   e. Operate Camera and its Production Gears
   f. Demonstrate Basic Elements of Film Production and Auditioning
   g. Use Sequential Arts for Story Ideas
   h. Demonstrate knowledge in Video Editing

*MANDATORY UNITS*

| Unit No | Reference Number | NOS Title | Credit Value | Guided Learning Hours | Remark |
|---|---|---|---|---|---|
| Unit 001 | ICT/CMP/001/L2 | Occupational Health and Safety in Creative Media Production | 2 | 20 | |
| Unit 002 | ICT/CMP/002/L2 | Communication Skills | 2 | 20 | |
| Unit 003 | ICT/CMP/003/L2 | Teamwork | 2 | 20 | |
| Unit 004 | ICT/CMP/004/L2 | Computer Skills and Knowledge | 3 | 30 | |
| Unit 005 | ICT/CMP/005/L2 | Basic Photography | 2 | 20 | |
| Unit 006 | ICT/CMP/006/L2 | Understanding the Basics of Light | 3 | 30 | |
| Unit 007 | ICT/CMP/007/L2 | Introduction to Videography | 3 | 30 | |
| Unit 008 | ICT/CMP/008/L2 | Techniques of Film Production | 3 | 30 | |
| Unit 009 | ICT/CMP/009/L2 | Introduction to Illustration and Sequential Arts | 3 | 30 | |
| Unit 010 | ICT/CMP/0010/L2 | Introduction to Video Editing | 3 | 30 | |
| Total | | | 26 | 260 | |

**UNIT 001:      Occupational Health and Safety**

**Unit reference number:**        ICT/CMP/001/L2

**NSQ level:**            **2**

**Credit value:**        2

**Guided learning hours:**        20

**Unit Purpose:** This unit is designed to provide the learner with knowledge and skills required for health and safety in workplace and application

**Unit Assessment/Evidence Requirements:**

Assessment must be carried out in real workplace environment in which learning, health and safety protocols are being displayed by the trainee. Simulation is allowed in this unit and level.

**Assessment methods to be used include:**

1.      Direct Observation (DO)
2.      Questions and Answers (QA)
3.      Witness Testimony (WT)
4.      Personal statement (PS) or Reflective Practice (RP)
5.      Assignments (ASS)

**UNIT001:      OCCUPATIONAL HEALTH AND SAFETY**

| LO (Learning outcome) | | Criteria:- | Evidence Type | | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *LO 1.0* *Understand Basic Health and Safety* | **1.1** | Explain Common Hazards in Creative Media | | | | | | | | | | | |
| | **1.2** | List Unsafe Acts in Creative Media | | | | | | | | | | | |
| | **1.3** | Describe Simple Medical Evacuation Procedures | | | | | | | | | | | |
| | **1.4** | Describe Basic Fire PreventionMeasures | | | | | | | | | | | |
| | **1.5** | Demonstrate Basic First Aid Procedures | | | | | | | | | | | |
| *LO 2.0* *Know Occupational Health and Safety* | | | | | | | | | | | | | |
| | **2.1** | Explain the Use of ProtectiveEquipment in the Workplace | | | | | | | | | | | |
| | **2.2** | State the likely Hazard Spots in the Workplace | | | | | | | | | | | |
| | **2.3** | Mention possible devices Used in Preventing Workplace Hazards | | | | | | | | | | | |
| | **2.4** | List Types of Electrical Hazards in the Workplace | | | | | | | | | | | |
| | **2.5** | Perform Pre-ConnectionElectrical Checks | | | | | | | | | | | |
| **LO 3** *Know the Environmental Health and Safety* | | | | | | | | | | | | | |
| | **3.1** | Describe the Procedures involve in Hazard Control | | | | | | | | | | | |
| | **3.2** | Describe Emergency Response Plans | | | | | | | | | | | |
| | **3.3** | Describe how to conduct Risk Assessment before starting a project | | | | | | | | | | | |

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| **Learners Signature:** | **Date:** | |
| Assessors Signature: | Date: | |
| IQA Signature (if sampled) | Date: | |
| **EQA Signature (if sampled)** | **Date:** | |

**UNIT 002: Communication Skills**

**Unit Reference Number:**          ICT/CCP/002/L2

**NSQ Level:**                      **2**

**Credit Value:**          2

**Guided Learning Hours:**          20

**Unit Purpose:** This unit is designed to provide the learner with knowledge for communicating and understanding during his work

**Unit Assessment/Evidence Requirements:**
Assessment must be carried out in a real workplace environment in which learning, health and safety protocols are being displayed by the trainee. Simulation is allowed in this unit and level.

Assessment methods to be used include:
1.      Direct Observation (DO)
2.      Questions and Answers (QA)
3.      Witness Testimony (WT)
4.      Personal statement (PS) or Reflective Practice (RP)
5.      Assignments (ASS)

**UNIT002: COMMUNICATION SKILLS**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | | | Evidence RefPage number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LO 1 *Understand Effective Writing Skills* | 1.1 | Explain Formal and Informal Communication | | | | | | | | | | | |
| | 1.2 | Give the Examples of Formal Communication | | | | | | | | | | | |
| | 1.3 | Demonstrate how to write a Letter and a Memo | | | | | | | | | | | |
| LO 2 *Understand Effective Communication Skills* | 2.1 | Practice Listening Skills | | | | | | | | | | | |
| | 2.2 | Explain Techniques involved in Providing Feedback to Questions | | | | | | | | | | | |
| | 2.3 | Outline Advantages of Good Listening Skills | | | | | | | | | | | |
| | 2.4 | Carry out a Strategy for Effective Communication Skills | | | | | | | | | | | |
| LO 3 *Know how to Communicate Effectively in the Appropriate Industry Language* | | | | | | | | | | | | | |
| | 3.1 | Demonstrate appropriate Communication Skills across Settings and Audience | | | | | | | | | | | |
| | 3.2 | Describe how to build and maintain relationship througheffective communication | | | | | | | | | | | |
| | 3.3 | Identify common grounds forsuccessful interactions. | | | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**UNIT 003:        Teamwork**

**Unit Reference Number:**        ICT/CMP/003/L2

**NSQ Level:**                2

**Credit Value:**        2

**Guided Learning Hours:**        20

**Unit Purpose:** This unit is designed to provide the learner with knowledge and skills required to work effectively in a team.

**Unit Assessment/Evidence Requirements:**

Assessment must be carried out in a real workplace environment in which learning, health and safety protocols are being displayed by the trainee. Simulation is allowed in this unit and level.

Assessment methods to be used include:
1.        Direct Observation (DO)
2.        Questions and Answers (QA)
3.        Witness Testimony (WT)
4.        Personal statement (PS) or Reflective Practice (RP)
5.        Assignments (ASS)

**UNIT003:　　　TEAMWORK**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | | | Evidence Ref Page number | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Lo 1.0* *Know and Apply Team Work Principles* | 1.1 | Discuss how to develop Team Vision and Mission | | | | | | | | | | |
| | 1.2 | Outline Guides for Division of Team Responsibilities | | | | | | | | | | |
| | 1.3 | Outline Strategies to improve Team Performance | | | | | | | | | | |
| | 1.4 | Apply the strategies from 1.3 | | | | | | | | | | |
| *Lo 2.0* *Learn how to manage Team Conflicts* | | | | | | | | | | | | |
| | 2.1 | Define Conflict | | | | | | | | | | |
| | 2.2 | Discuss Conflict Resolution | | | | | | | | | | |
| | 2.3 | Discuss Problem Solving Techniques | | | | | | | | | | |
| | 2.4 | Define Mediation and Negotiation | | | | | | | | | | |
| *Lo 3* *Learn how to Design and Implement Team-Based Projects* | | | | | | | | | | | | |
| | 3.1 | Describe Project Plan and Timeline | | | | | | | | | | |
| | 3.2 | Outline Project Management Principles | | | | | | | | | | |
| | 3.3 | Describe how to Manage Team Resources Effectively | | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**UNIT 004: Computer Skills and Knowledge**

**Unit Reference Number:**          ICT/CMP/004/L2

**NSQ Level:**                      **2**

**Credit Value:**          3

**Guided Learning Hours:**          30

**Unit Purpose:** This unit is designed to provide the learner with knowledge and skills of using computer in creative media sector

**Assessment/Evidence Requirements:**

Assessment must be carried out in a real workplace environment in which learning, health and safety protocols are being displayed by the trainee. Simulation is allowed in this unit and level.

Assessment methods to be used include:
1.      Direct Observation (DO)
2.      Questions and Answers (QA)
3.      Witness Testimony (WT)
4.      Personal statement (PS) or Reflective Practice (RP)
5.      Assignments (ASS)

## UNIT 004: COMPUTER SKILLS AND KNOWLEDGE

| LO (Learning Outcome)   Criteria:- | | | Evidence Type | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1** *Demonstrate Advance Proficiency in Creative Media Software* | 1.1 | Describe File and Folder Management | | | | | | | | | | |
| | 1.2 | Describe a File Path | | | | | | | | | | |
| | 1.3 | Define Digital Painting and Illustration | | | | | | | | | | |
| | 1.4 | Outline Digital Painting and Illustration techniques | | | | | | | | | | |
| **LO 2** *Understand Word Processing andits Applications* | 2.1 | Explain the principles of Word Processing | | | | | | | | | | |
| | 2.2 | Explain the features of Word Processing Application | | | | | | | | | | |
| | 2.3 | State the uses of a Word Processor | | | | | | | | | | |
| | 2.4 | Create, edit, format, save and print a Word document | | | | | | | | | | |
| **LO 3** *Understand PowerPoint Presentationsand its Application* | 3.1 | Explain the principles of MicrosoftPowerPoint | | | | | | | | | | |
| | 3.2 | Explain the Features of MicrosoftPowerPoint | | | | | | | | | | |
| | 3.3 | State the Uses of Microsoft PowerPoint | | | | | | | | | | |
| | 3.4 | Describe the Process of CreatingPresentations in Microsoft PowerPoint | | | | | | | | | | |
| | 3.5 | Create animate objects and a Video File in a  slide using Microsoft Power Point | | | | | | | | | | |
| **LO 4** *Understand General Spreadsheet Principles and its Applications* | 4.1 | Explain the features of a Spreadsheet Application | | | | | | | | | | |
| | 4.2 | State the uses of a SpreadsheetApplication | | | | | | | | | | |
| | 4.3 | State the basic Spreadsheet Formulaand Functions | | | | | | | | | | |
| | 4.4 | State the steps in Inputting Data in a Spreadsheet | | | | | | | | | | |
| | 4.5 | Prepare a simple Budget and Estimate using Spreadsheets | | | | | | | | | | |

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| Learners Signature: | Date: |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**UNIT 005: Basic Photography**

**Unit Reference Number:**        ICT/CMP/005/L2

**NSQ Level:**                **2**

**Credit Value:**        2

**Guided Learning Hours:**        20

**Unit Purpose:** This unit is designed to provide the learner with knowledge and skills in photography

**Unit Assessment/Evidence Requirements:**
Assessment must be carried out in a real workplace environment in which learning, health and safety protocols are being displayed by the trainee. Simulation is allowed in this unit and level.

**Assessment methods to be used include:**
1.        Direct Observation (DO)
2.        Questions and Answers (QA)
3.        Witness Testimony (WT)
4.        Personal statement (PS) or Reflective Practice (RP)
5.        Assignments (ASS)

**UNIT 005: BASIC PHOTOGRAPHY**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *LO: 1* <br><br> *Understand Composition and Visual Storytelling* | **1.1** | Discuss the principles of Composition | | | | | | | | | | | |
| | **1.2** | Explain Visual Storytelling | | | | | | | | | | | |
| | **1.3** | Describe types of Photography Genres | | | | | | | | | | | |
| *LO: 2* <br><br> *Know Lighting, Exposure and Focus for Photography* | | | | | | | | | | | | | |
| | **2.1** | Explain Lighting in Photography | | | | | | | | | | | |
| | **2.2** | Outline the effects of Lighting in Photography | | | | | | | | | | | |
| | **2.3** | Discuss Lighting Techniques | | | | | | | | | | | |
| | **2.4** | Apply Exposure Settings and Depth of Field | | | | | | | | | | | |
| *LO: 3* <br> *Know Post Processing Editing* | | | | | | | | | | | | | |
| | **3.1** | Know Photo Processing and Editing Software <br> • Adobe Photoshop <br> • Adobe Lightroom | | | | | | | | | | | |
| | **3.2** | Outline the Features of <br> • Adobe Photoshop <br> • Adobe Lightroom | | | | | | | | | | | |
| | **3.3** | Demonstrate how to Create a Complex Composition of Pictures | | | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**UNIT 006: Understanding the Basics of Light**

**Unit Reference Number: ICT/CMP/006/L2**
**NSQ Level:**              **2**
**Credit Value:**           **3**
**Guided Learning Hours:  30**

**Purpose:**
By the end of this module, the learner will understand the basics of lighting, key lighting techniques, and how to apply them in video production.

**Unit Assessment Requirements/Evidence Requirements**
The unit requires the various assessment materials below;
•          Questions and Answers
•          Observation
•          Prior Learning
•          Work Product

**UNIT 006: UNDERSTANDING THE BASICS OF LIGHT**

| LEARNING OBJECTIVE (LO) The learner will: | | PERFORMANCE CRITERIA  The learner can: | Evidence Type | | | | | Evidence Ref. Page No. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1:** *Know the Basics of Lighting* | 1.1 | Explain the role of Lighting in Filmmaking <br>• Mood,<br>• Storytelling<br>• Visibility | | | | | | | | | | |
| | 1.2 | Identify types of Light Sources: Natural vs. Artificial | | | | | | | | | | |
| | 1.3 | Explain Hard vs. Soft Light <br>• Shadows<br>• Diffusion<br>• Contrast | | | | | | | | | | |
| | 1.4 | Explain Color Temperature (Warm vs. Cool lighting, measured in Kelvin) | | | | | | | | | | |
| | 1.5 | Observe Different Light Sources around you and note their Color Temperature and Hardness/Softness. | | | | | | | | | | |
| | 1.6 | Use a smartphone or camera to capture the difference between <br>• Daylight<br>• Indoor Light<br>• Candlelight Source | | | | | | | | | | |
| | | | | | | | | | | | | |
| **LO 2:** **Know the Three-Point Lighting System** | 2.1 | Explain Key Light: The Main Source of Illumination | | | | | | | | | | |
| | 2.2 | Explain Fill Light: Reduces shadows and balances the contrast | | | | | | | | | | |
| | 2.3 | Explain Back Light (Rim Light): Separates the subject from the background | | | | | | | | | | |
| | 2.4 | Set up a simple Three-Point Lighting arrangement using LED Lights. | | | | | | | | | | |
| | 2.5 | Take photos or record video with only one light at a time, then combine them to see the effects. | | | | | | | | | | |
| **LO 3: Know Lighting Equipment and Modifiers** | 3.1 | Identify types of Lights: <br>• Tungsten<br>• LED<br>• Fluorescent<br>• HMI | | | | | | | | | | |
| | 3.2 | Explain Light Modifiers: | | | | | | | | | | |

| LEARNING OBJECTIVE (LO) The learner will: | | PERFORMANCE CRITERIA The learner can: | Evidence Type | | | | | Evidence Ref. Page No. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | • Soft Boxes<br>• Reflectors<br>• Diffusers<br>• Gels | | | | | | | | | | |
| | 3.3 | Demonstrate Practical Lighting using available light sources creatively | | | | | | | | | | |
| | 3.4 | Demonstrate the use of a white sheet or a reflector to bounce natural light on to a subject. | | | | | | | | | | |
| | 3.5 | Experiment with a DIY Diffuser (Thin white fabric or tracing paper over a light source) to soften shadows. | | | | | | | | | | |
| LO 4: Creative Lighting Techniques and Mood Setting | 4.1 | Explain High Key vs. Low Key Lighting (Bright and Even vs. Dark and Moody) | | | | | | | | | | |
| | 4.2 | Explain Silhouette and Rim Lighting (Dramatic and Artistic Effects) | | | | | | | | | | |
| | 4.3 | Demonstrate Practical Lighting in Film Genres<br>• Horror<br>• Drama<br>• Commercials | | | | | | | | | | |
| | 4.4 | Recreate a scene from a movie using similar Lighting Techniques. | | | | | | | | | | |
| | 4.5 | Use coloured gels or different light angles to create a mood. | | | | | | | | | | |
| | 4.6 | Film a 30-60 second scene using different lighting setups to tell a short story. | | | | | | | | | | |
| | 4.7 | Present and analyze how lighting impacted the mood and storytelling in 3.6 | | | | | | | | | | |

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| **Learners Signature:** | | **Date:** | |
| Assessors Signature: | | Date: | |
| IQA Signature (if sampled) | | Date: | |
| **EQA Signature (if sampled)** | | **Date:** | |

**UNIT 007: Introduction to Videography**

**Unit Reference Number:**        ICT/CMP/007/L2

**NSQ Level:**              **2**

**Credit Value:**          3

**Guided Learning Hours:**        30

**Unit Purpose:**
This unit is designed to equip the learner with knowledge and skills required to setup and operate a camera for videography.

**Unit Assessment/Evidence Requirements:**
Assessment must be carried out in a real workplace environment in which learning, health and safety protocols are being displayed by the trainee. Simulation is allowed in this unit and level.

**Assessment Methods to be used include:**
1.      Direct Observation (DO)
2.      Questions and Answers (QA)
3.      Witness Testimony (WT)
4.      Personal statement (PS) or Reflective Practice (RP)
5.      Assignments (ASS)

**UNIT 007:       INTRODUCTION TO VIDEOGRAPHY**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | | Evidence Ref      Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LO1 *Understand Videography* | 1.1 | Explain Motion Picture | | | | | | | | | | |
| | 1.2 | Differentiate between Motion Picture and Still Picture | | | | | | | | | | |
| | 1.3 | Explain the Importance of Motion Picture | | | | | | | | | | |
| | 1.4 | Identify various camera accessories. | | | | | | | | | | |
| | 1.5 | State the types of video cameras | | | | | | | | | | |
| | 1.6 | Set up a camera for use with its accessories. | | | | | | | | | | |
| LO2 *Know Types of Camera Shots and Angles* | 2.1 | Explain camera shots | | | | | | | | | | |
| | 2.2 | Identify the following Shots<br>• Wide Shot<br>• Long Shot<br>• Medium Shot<br>• Close Up Shot<br>• Extreme Close up<br>• High Angle Shot<br>• Low Angle Shot<br>• Eye Level Shot<br>• Profile Shot | | | | | | | | | | |
| | 2.3 | Discuss the procedures to choose and fit camera lenses correctly | | | | | | | | | | |
| LO3 *Understand Camera Setup* | 3.1 | Explain the techniques involved in recording a quality video | | | | | | | | | | |
| | 3.2 | Identify the best locations for recording videos | | | | | | | | | | |
| | 3.3 | Discuss Camera Recording Ethics in different situations | | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**UNIT 008: Techniques of Film Production**

**Unit Reference Number: ICT/CMP/008/L2**

| | |
|---|---|
| **NSQ Level:** | **2** |
| **Credit Value:** | **3** |
| **Guided Learning Hours:** | **30** |

**Purpose**

This unit is designed to equip the trainee with knowledge and skills to explore the techniques in Film Production.

**Unit Assessment Requirements/Evidence Requirements**

The unit requires the various assessment materials below;

- Questions and Answers
- Observation
- Prior Learning
- Work Product

**UNIT 008: TECHNIQUES OF FILM PRODUCTION**

| LO (Learning Outcome) | Criteria:- | | Evidence Type | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| LO 1 **Understand the Basics of Film Production** | 1.1 | Explain the basics of Storytelling in Film Production | | | | | | | | | | |
| | 1.2 | Explain the basic Elements ofFilm:<br>• Story/Plot<br>• Cinematography<br>• Sound<br>• Production Design<br>• Editing<br>• Performance (Actors)<br>• Genre and Style<br>• Special Effects | | | | | | | | | | |
| | 1.3 | Explain Location Settings in Film Production | | | | | | | | | | |
| | 1.4 | Differentiate Fiction Motion Picture and Documentary Motion Picture. | | | | | | | | | | |
| | 1.5 | Discuss the Visual Elements of Shot Composition. | | | | | | | | | | |
| | 1.7 | Discuss the Elements of Cinematography | | | | | | | | | | |
| | 1.8 | Operate Components of Latest Video Camera, Lighting Equipment and Various Camera Gears. | | | | | | | | | | |
| | 1.9 | Explain Costume in Film | | | | | | | | | | |
| LO2 **Understand Auditioning and Casting in Film Production** | 2.1 | Explain the Casting Process | | | | | | | | | | |
| | 2.2 | Explain the Concept of Auditioning | | | | | | | | | | |
| | 2.3 | Identify the Importance of Audition in Casting | | | | | | | | | | |
| | 2.4 | Identify the Methods of Auditioning | | | | | | | | | | |
| LO3 **Know the Importance of Lighting in Film Production** | 3.1 | Discuss the Elements of Lighting in Film Production | | | | | | | | | | |
| | 3.2 | Explain the Importance of Lighting in Film Production | | | | | | | | | | |
| | 3.3 | Discuss the Creative Use of Colour in Cinematography | | | | | | | | | | |
| | 3.4 | Demonstrate the Use of Lighting Techniques for Different Types of Shots | | | | | | | | | | |

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| **Learners Signature:** | | **Date:** |
| Assessors Signature: | | Date: |
| IQA Signature (if sampled) | | Date: |
| **EQA Signature (if sampled)** | | **Date:** |

**UNIT 009: Introduction to Illustrations and Sequential Arts**

**Unit Reference Number:**          **ICT/CMP/009/L2**

**Credit Value:**                   **3**

**Guided Learning Hours:**          **30**

**Unit Purpose:**

This unit is designed to equip the learner with knowledge and skills of illustration and the use of sequential arts as the first expression of a script or story idea.

**Unit Assessment Requirements/Evidence Requirements**

The unit requires the various assessment materials below;

1. Questioning
2. Observation
3. Prior Learning
4. Witness testimony
5. Learning journals

The level and extent of responsibility will involve the learner being able tounderstand the history, structure and diversity of the sector. They will gain essential knowledge of the opportunities available and the various bodies involved in regulating the sector.

**UNIT 009: INTRODUCTION TO ILLUSTRATION AND SEQUENTIAL ARTS**

| LO (Learning outcome) | | Criteria:- | Evidence Type | | | | | Evidence Ref Page Number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| LO 1 *Know the Use of Illustrations in Storytelling* | 1.1 | Explain Sequential Arts as a Basis of Storytelling | | | | | | | | | | |
| | 1.2 | Explain the Basic Elements of Sequential Arts | | | | | | | | | | |
| | 1.3 | List the Various Methods of Graphic Representation | | | | | | | | | | |
| | 1.4 | Explain the Use and Meaning Of shots in Illustration | | | | | | | | | | |
| | 1.5 | Identify the different Mediums of Illustration: <br> • Storyboard <br> • Comic Books <br> • Story Books | | | | | | | | | | |
| LO 2 *Understand the Elements of Good Illustration* | 2.1 | Discuss the Principles of Drawing as it relates to Life Drawing | | | | | | | | | | |
| | 2.2 | Explain Book Illustrations | | | | | | | | | | |
| | 2.3 | Explain Comic Book/ Graphic Novel | | | | | | | | | | |
| | 2.4 | Explain Storyboard | | | | | | | | | | |
| LO 3 *Understand the Role of Color and Ink in Sequential Arts* | 3.1 | List the Techniques of a Good Inker | | | | | | | | | | |
| | 3.2 | Discuss Light and Shades <br> • Black and White | | | | | | | | | | |
| | 3.3 | Discuss the Use of Lightbox | | | | | | | | | | |
| | 3.4 | Identify Different ColorPalette | | | | | | | | | | |
| | 3.5 | Demonstrate Basic Coloring | | | | | | | | | | |
| | 3.6 | Explain Basic Coloring Style | | | | | | | | | | |
| | 3.7 | Identify the Different Light Sources | | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**UNIT  10: Introduction to Video Editing**
**Unit Reference Number:**
**ICT/CMP/010/L2**
**QCF Level:**                              **2**
**Credit Value:**                          3

**Guided Learning Hours:**                 **30**

**Unit Purpose:**
This unit aims to provide the learner with the knowledge and skills of video editing.

**Special Notes**

1.  This unit standard is to be delivered and assessed in the context of video editing and should be assessed in conjunction with other relevant Unit Standards and technical units selected from this domain.
2.  To demonstrate competence, at a minimum, evidence is required of the correct understanding of the concept and importance of video editing in music video production.
3.  Assessment evidence may be collected from a real workplace or a simulated real workplace or an appropriate simulated realistic environment in which video editing profession are carried out.
4.  All inspection, operation and maintenance procedures associated with the use of tools and equipment shall comply with manufacturers' specifications, laid down video editing requirements.
5.  Regulations and legislation relevant to this unit standard include the following:
    - Intellectual Property Act of Nigeria of 1971
    - Nigerian Labour Act 2014
    - Nigerian Copyright Act 1991
    - Nigerian Censorship Board Act 2003
    - Image Rights on Violation of Privacy
    - The right to privacy is guaranteed under section 37 of the Nigerian Constitution 1999 as amended.
    - Copyright law in Nigeria, per Decree No. 61 of 1970
    - Occupational Health and Safety Regulations No. 18, 1997 and all subsequent amendments to any of the above.

**Range:**
The level of responsibility will involve the learner having a good knowledge of motion picture editing and compositing skills. Creating video and audio effects to a professional standard.

**Unit Assessment Requirements/Evidence Requirements**
The unit requires the various assessment materials below;

1.  Questioning
2.  Observation
3.  Prior Learning Work Product
4.  Professional Discussion
5.  Witness Testimony

**UNIT 010: INTRODUCTION TO VIDEO EDITING**

| LO (Learning Outcome) | | | Criteria:- | Evidence Type | | | | | Evidence Ref | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Page number | | | | |
| LO 1 | | 1.1 | Explain Video Editing | | | | | | | | | | |
| *Understand Video Editing and Composition* | | 1.2 | Explain the Basic Techniques of Video Editing<br>• Basic Video Editing<br>• Montage Editing<br>• Narrative Editing<br>• Documentary Style Editing<br>• Special Effects Editing<br>• Color Correction & Grading<br>• Motion Graphics<br>• Virtual Reality<br>• Social Media<br>• Collaborative Editing | | | | | | | | | | |
| | | 1.3 | Discuss these Processes:<br>▪ Capturing Video and Audio Files from Camera and Audio Recording Device to Storage Device.<br>▪ Importing Video and Audio Files from Storage Device into Editing Interface. | | | | | | | | | | |
| | | 1.4 | Explain the Types of Editing<br>• Linear Editing<br>• Non-Linear Editing | | | | | | | | | | |
| | | 1.5 | List the Tools Needed for Video Editing | | | | | | | | | | |
| | | 1.6 | Explain the Basic Process of Post-Production | | | | | | | | | | |
| LO 2 | | | | | | | | | | | | | |
| *Know Video Editing Software Applications* | | 2.1 | Identify Video Editing Software | | | | | | | | | | |
| | | 2.2 | Explain Basic Video Editing Effects | | | | | | | | | | |
| | | 2.3 | Identify these Video Editing Software:<br>• Adobe Premier Pro<br>• Davinci Resolve<br>• Sony Vegas<br>• Final Cut Pro | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | • Filmora<br>• CapCut<br>• Avid Pro | | | | | | | | | | |
| LO3<br><br>*Understand Video Editing Tools and its Components* | 3.1 | Explain Editing Interface and Tools, using:<br>• Adobe Premiere Pro<br>• Final Cut Pro<br>• Avid Pro | | | | | | | | | | |
| | 3.2 | Describe the Steps in Performing the following Operations:<br>• Creating and Naming a New Sequence<br>• Import Video and Audio Files<br>• Adding, Inserting and Arranging clips in a Sequence<br>• Rename, Mark and Label video and audio tracks | | | | | | | | | | |
| | 3.3 | Explain the Procedure for Trimming video and audio in a Source Window. | | | | | | | | | | |
| | 3.4 | State the Procedure of using Editing Tools on the Timeline. | | | | | | | | | | |
| | 3.5 | Describe the Steps for Performing Slip and Split Edits | | | | | | | | | | |
| | 3.6 | Explain the steps in performing Color Correction and Composition | | | | | | | | | | |
| | 3.7 | Explain the following Concepts and Techniques of Editing:<br>• Transitions<br>• Video and Audio Effects<br>• Laying Graphics, Text, and Background Music | | | | | | | | | | |
| | | | | | | | | | | | | |
| LO4<br><br>*Understand Video Editing Style* | 4.1 | Explain the following Type of Video Format, Resolutions and their Uses:<br>• AVI-Audio Video Interleave<br>• MOV<br>• MPEG4- MovingPicture Expert Group 4<br>• 3GP- Third Generation Partnership Project<br>• MKV- Matroska Video | | | | | | | | | | |
| | 4.2 | Explain various Editing Styles in | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| | Video Production | | | | | | | | | | |
| 4.3 | Explain Resolution Types and Aspect Ratio | | | | | | | | | | |
| 4.4 | Demonstrate Rendering and Exporting | | | | | | | | | | |
| 4.5 | State the uniqueness and advantages of the following Video Connection Interfaces;<br>• DVI - Digital Visual Interface<br>• HDMI - High Definition Multimedia Interface<br>• FireWire - IEEE 1394/800<br>• USB 3.0 - Universal Serial Bus<br>• VGA - Video Graphics Array<br>• PCIe - Peripheral Component<br>• IE - Interconnect Express<br>• AGP –Accelerated Graphics Ports | | | | | | | | | | |

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| **Learners Signature:** | | **Date:** |
| Assessors Signature: | | Date: |
| IQA Signature (if sampled) | | Date: |
| **EQA Signature (if sampled)** | | **Date:** |

# NATIONAL SKILLS QUALIFICATION

# CREATIVE MEDIA PRODUCTION

# LEVEL 3

## FEBRUARY, 2025

**NATIONAL SKILLS QUALIFICATION**

**NSQ LEVEL 3- CREATIVE MEDIA PRODUCTION**

**GENERAL INFORMATION**

**QUALIFICATION PURPOSE**

*This qualification is designed to equip the learner with the specialized knowledge and practical skills needed to carry out work in the creative media sector.*

**QUALIFICATION OBJECTIVES**

The learner should be able to:
   a. Comply with Health and Safety Requirements
   b. Integrate Project Management in Music and Video Production
   c. Demonstrate Effective Communication Skills
   d. Organize Pre-Production, Production and Post-Production Operations
   e. Differentiate Internet Protocols and their applications
   f. Carry Out Video Editing Seamlessly
   g. Conceptualize Ideas for Feature Films and Documentaries
   h. Demonstrate the Fundamentals of 2D Animations

**NATIONAL OCCUPATIONAL STANDARD SECTOR**:
CREATIVE MEDIA PRODUCTION
**QUALIFICATION** CREATIVE MEDIA PRODUCTION

**QCF LEVEL: 3**

In order to obtain this certificate, a minimum of 30 Credits is required. This may be gotten as follows:

•        All the Mandatory Units with a total of 11 Credits.

•        The remaining 28 Credits are from the Optional Units.

| S/N | COURSE TITLE | COURSE CODE | CREDIT VALUE | LEVEL |
|---|---|---|---|---|
| | **MANDATORY UNITS** | | | |
| 1 | Introduction to Project Management | ICT/CMP/3/001 | 3 | 3 |
| 2 | Customer Service (Internal) | ICT/CMP/3/002 | 2 | 3 |
| 3 | Pre-Production Operation | 1CT/CMP/3/003 | 3 | 3 |
| 4 | Internet Use and Procedure | ICT/CMP/3/004 | 3 | 3 |
| 5 | Video Editing | ICT/CMP/3/005 | 4 | 3 |
| 6 | Fundamentals of Film Directing | ICT/CMP/3/006 | 4 | 3 |
| 7 | Fundamentals of Lighting Techniques | ICT/CMP/3/007 | 4 | 3 |
| 9 | Sound Engineering Techniques | ICT/CMP/3/009 | 4 | 3 |

| | OPTIONAL UNITS | | | |
|---|---|---|---|---|
| 10 | Fundamentals of Scriptwriting | ICT/CMP/3/008 | 3 | 3 |
| 11 | Photography | ICT/CMP/3/0010 | 3 | 3 |
| 12 | 2D Animation Production 1 | ICT/CMP/3/0011 | 3 | 3 |

**UNIT 001: Introduction to Project Management**

**Unit Reference Number:**
**ICT/CMP/3/001**

| | |
|---|---|
| **QCF Level:** | **3** |
| **Credit Value:** | 3 |
| **Guided Learning Hours:** | **30** |

### Unit Purpose:

This unit is about your competence in Project management, taking overall responsibility for the successful initiation, planning, design, execution, monitoring, controlling and closure of a project.

**Special Notes**

1. This unit standard is to be delivered and assessed in the context of creative media industry as well as relevant technical units selected from this domain.
2. To demonstrate competence, at a minimum, evidence is required of the correct understanding of the concept and importance of project management in creative media industry.
3. Assessment evidence may be collected from a real workplace/simulated real workplace or an appropriate simulated realistic environment in which music video directing is required.
4. Regulations and legislation relevant to this unit standard include the following:

   - Nigerian Constitution.

   - Project Management Institute Body of Knowledge (PMBOK)

   - MSP and PRINCE 2 Foundations Basic Guide.

   - Other Applicable Standards

**Unit Assessment Requirements/Evidence Requirements**
The unit requires the various assessment materials below;

1. Questioning
2. Observation
3. Prior Learning
4. Work Product
5. Witness Testimony

**UNIT 001: INTRODUCTION TO PROJECT MANAGEMENT**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *L01*<br><br>*Understand the Basic Concepts of Project Management* | 1.1 | Define Project Management | | | | | | | | | | | |
| | 1.2 | Discuss the Common Project Management Methodologies | | | | | | | | | | | |
| | 1.3 | Define a Music Production ProjectGoal and Charter. | | | | | | | | | | | |
| | 1.4 | Discuss:<br>• Music Production as a Project<br>• Video Production as aProject | | | | | | | | | | | |
| | 1.5 | Explain the following terms:<br>• Project Planning<br>• Executing Projects<br>• Closing Projects<br>• Managing Teams<br>• Managing Expectations | | | | | | | | | | | |
| *L02*<br><br>*Understand the Application of Project Management Principles in Music and Video Production* | 2.1 | Explain Project Development LifeCycle in terms of:<br>• Conceptualization<br>• Design<br>• Execution<br>• Finish | | | | | | | | | | | |
| | 2.2 | Discuss the Technique involved in<br>• Organizing Music Production as a Project<br>• Organizing Video Production as a Project | | | | | | | | | | | |
| | 2.3 | Discuss the Techniques involved in motivating Project Team Members in Video and Music Productions | | | | | | | | | | | |
| | 2.4 | Discuss the following processes in a Music Production Project<br>• Collecting Requirements<br>• Defining the Project Scope<br>• Creating a Work Breakdown Structure<br>• Verifying Scope<br>• Controlling the Scope | | | | | | | | | | | |
| | 2.5 | Carryout a Typical Music ProductionProject Scoping exercise | | | | | | | | | | | |
| | 2.6 | Discuss Documentation of a Music/Video Production Project | | | | | | | | | | | |
| | 2.7 | Demonstrate proper and comprehensive report | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | documentation of a Typical Music Production Project | | | | | | | | | | |
| | | | | | | | | | | | | |
| | 2.8 | Carry out a Simple MusicProduction Project | | | | | | | | | | |
| *LO3*<br><br>*Understand the Concept of Setting project scope in Project Management* | 3.1 | Discuss:<br>• The Importance of Scoping in Music/Video Production<br>• When scoping is necessary in Music/Video production<br>• How Scoping in Music/VideoProduction is carried out | | | | | | | | | | |
| | 3.2 | Explain the steps in preparing the preliminary requirements and estimates in Project Management | | | | | | | | | | |
| | 3.3 | Explain the Use of SMART for Setting Project Goals | | | | | | | | | | |
| | 3.4 | Discuss the Techniques inmanaging:<br>• Time in Music and VideoProduction<br>• Money in Music and VideoProduction<br>• Resources in Music and Video Production | | | | | | | | | | |
| *LO4*<br><br>*Know the use of Project Management Strategies* | 4.1 | Explain the Importance of OptimalDistribution of Resources in Project Cycle | | | | | | | | | | |
| | 4.2 | Explain the Techniques of Setting Measurable Objective in Music and Video Production | | | | | | | | | | |
| | 4.3 | Explain the following in Music and Video Production<br>• Stakeholder Profiling<br>• Engagement<br>• Project Risk<br>• Customer Satisfaction<br>• Project Sign Off Procedures | | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| Assessors Signature: | Date: |
| IQA Signature (if sampled) | Date: |
| **EQA Signature (if sampled)** | **Date:** |

**UNIT 002: Customer Service**

**Unit Reference Number:**        **ICT/CMP/3/002**

**QCF Level:**                    **3**

**Credit Value:**                 **2**

**Guided Learning**

**Hours:**                        **20**

**Unit Purpose:**

This unit standard specifies the competencies required to practice excellent customer service in music and video production in creative media industry. It includes the concept of customer care, relations and approach to providing customer friendly services in audio visual production.

**Special Notes**

1. This unit is to be delivered and assessed in the context of music and video production and should be assessed in conjunction with other relevant technical units selected from this domain.
2. To demonstrate competence, at a minimum, evidence is required of observing the learner in dealing with at least three (3) customers.
3. Assessment evidence may be collected from a real workplace/simulated workplace or an appropriate simulated realistic environment in which music and video production service is carried out.
4. Glossary of terms:

- "*Customer Service'* is the act of taking care of the customers' needs by providing and delivering professional service.
- *'Excellence'* – the quality of extremely good

5. Regulations and legislation relevant to this unit standard include the following:

- Labour Act 2014

- Consumer Protection Council Act, Cap 25 of 2004 and all subsequentamendments to any of the above.

**Unit Assessment Requirements/Evidence Requirements**
The unit requires the various assessment materials below;
1. Questioning
2. Observation
3. Prior Learning
4. Work Product
5. Witness Testimony

**UNIT 002:  CUSTOMER SERVICE**

| LO (Learning Outcome) | Criteria:- | | Evidence Type | | | | | Evidence Ref Page number | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1**<br><br>**Understand the Techniques in Communicating with Clients in Music and Video Production Projects** | 1.1 | Define Communication | | | | | | | | | |
| | 1.2 | Outline the Benefits of using the Correct Form of Communication | | | | | | | | | |
| | 1.3 | Explain the Different Techniques of Consulting Customers in Music and Video Production Service | | | | | | | | | |
| | 1.4 | Demonstrate Effective Communication Techniques | | | | | | | | | |
| | 1.5 | Perform Client Consultation Techniques to Identify Music and Video Production Objectives | | | | | | | | | |
| | 1.6 | Explain Internal and External Customer Service | | | | | | | | | |
| | 1.7 | Explain the Forms of Customer Service Channels | | | | | | | | | |
| **LO 2**<br><br>**Know the Basic Customer Service Operations in Music and Video Production** | | | | | | | | | | | |
| | 2.1 | Define the term "Customer" in Music and Video Production | | | | | | | | | |
| | 2.2 | Describe the term "Customer Service" | | | | | | | | | |
| | 2.3 | Explain the Importance of Excellent Customer Service | | | | | | | | | |
| | 2,4 | State the Importance of Customer Feedback | | | | | | | | | |
| | 2.5 | Identify the Different Customers in Music and Video Production Service | | | | | | | | | |
| | 2.6 | Identify the Needs of the Different Customers in Music and Video Production | | | | | | | | | |
| | 2.7 | Explain the Importance of Dealing with complaints in a Positive Manner | | | | | | | | | |
| | 2.8 | Identify the Consequences of Poor Customer Service | | | | | | | | | |
| **LO3**<br><br>**Understand the Importance of Personal Presentation in** | 3.1 | Define the term "Personal Presentation" in Music and Video Production | | | | | | | | | |
| | 3.2 | Explain the Importance of Personal Presentation within Music and Video Production. | | | | | | | | | |

| Music and Video Production | 3.3 | Outline the Benefits of Personal Presentation in Retaining Customers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 3.4 | Demonstrate Professional Behavior in dealing with Customers | | | | | | | | | |

Learners Signature:                                                     Date:

Assessors Signature:                                                    Date:

IQA Signature (if sampled)                                             Date:

**EQA Signature (if sampled)**                                        **Date:**

**Unit 003: Pre-Production Operation**

**Unit Reference Number:**
**ICT/CMP/3/003**

| | |
|---|---|
| **QCF Level:** | **3** |
| **Credit Value:** | **3** |
| **Guided Learning Hours:** | **30** |

**Unit Purpose:**

This unit deals with the skills and knowledge required to setup equipment for a shoot. It includes the ability to select equipment, prepare for the installation of audio-visual equipment and to test and modify the equipment.

The pre-production unit will help the learner understand elements of music and video production such as the script, casting, location scouting, equipment and crew, and the shot list of all the happenings during pre-production.

**Special Notes**

1. This unit is to be delivered and assessed in the context of pre-production and should be assessed in conjunction with other relevant unit standards and technical units selected from this domain.
2. To demonstrate competence, at a minimum, evidence is required of the correct understanding of the concept and importance of pre-production in music video production.
3. Assessment evidence may be collected from a real workplace or a simulated real workplace or an appropriate simulated realistic environment in which Pre-Production activities are carried out.
4. All inspection, operation and maintenance procedures associated with the use of tools and equipment shall comply with manufacturers' specifications, laid down video editing requirements.

**Range:**
The level and extent of responsibility will involve the learner being able to manage all process and activities leading to music and video production and preparation for actual location operation

**Unit Assessment Requirements/Evidence Requirements**
The unit requires the various assessment materials below;

1. Questioning
2. Observation
3. Prior Learning
4. Work Product
5. Witness Testimony

## UNIT 003: PRE-PRODUCTION OPERATION

| LO (Learning Outcome) Criteria:- | | | Evidence Type | | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *LO 1*<br><br>*Understand the Basic Requirements for Pre-Production* | 1.1 | Discuss the Pre-Production Stage using a Music Video Activity | | | | | | | | | | | |
| | 1.2 | State the Stages of Pre-Production in 1.1 | | | | | | | | | | | |
| | 1.3 | Discuss the following factors whenplanning for a Pre-Production Exercise:<br>• Type of Media Production and its implications for the process.<br>• Financial Constraints to produce the media product.<br>• Revenue Streams (i.e. Financing Methods, Sponsorship, Crowd Funding, Corporate Finance, Advertising).<br>• Time Constraints for the production of the media product.<br>• Personnel involved (i.e. Numbers, Skills, Experience) Relevant Facilities, Locations and resources required for the Project (e.g. Studio, Props, Set, Microphones, Computers, Cameras, Software) | | | | | | | | | | | |
| | 1.4 | State the Techniques involved in setting up the following equipment:<br>• Projectors (overhead, video, data grade)<br>• Recording and Playback devices for audio, video and images.<br>• Sound, Communication and Public Address Systems.<br>• Lighting and Sound Devices.<br>• Computers and Other Connectors.<br>• Cables (Electrical and Signals) | | | | | | | | | | | |

| | 1.5 | Discuss the Various Types of Pre-Production Document | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1.6 | Create the following Pre-Production Documents: <br>• Proposals / treatments /project outlines <br>• Production Schedule and Timeline <br>• Asset log, call sheet, storyboard, visualization diagram, prototype, page mock-up, set design, consent and release forms and site structure diagram | | | | | | | | | | | |
| **LO 2** <br><br>**Understand Pre-Production Preparation** | 2.1 | Carry out Pre-Production Planning activities for Music and Video Production | | | | | | | | | | | |
| | 2.2 | Discuss the term "Mood Board" | | | | | | | | | | | |
| | 2.3 | Identify the Content of a Mood Board. | | | | | | | | | | | |
| | 2.4 | State the equipment selection guidelines for any multimedia production activity | | | | | | | | | | | |
| | 2.5 | List the types of equipment used for Music and Video Production | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | 2.6 | Discuss the following operations involved in Pre-Production: <br>• Installation of Audio-Visual Equipment <br>• Testing of Audio-Visual Equipment <br>• Modification of Audio-Visual Equipment <br>• Perform Location Checks <br>• Identify possible hazards in chosen location. <br>• Pre-Electrical | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Installation<br>• Electrical Connections and Cable Checks. | | | | | | | | | |
| | 2.7 | State the Contingency and Backup Plans for Equipment Usage and Operations. | | | | | | | | | |
| | 2.8 | State the Safety Measures involved in Pre-Production. | | | | | | | | | |
| | 2.9 | Explain the following terms:<br><br>• Post Production Demobilization<br>• Post Production Closure. | | | | | | | | | |
| LO3<br><br>*Understand the Techniques of Performing Location Scouting, Production Mobilization and Production Planning for Music and Video Shoots* | 3.1 | State the Techniques involved in Managing Stocking and Equipment Inventory | | | | | | | | | |
| | 3.2 | Collect required equipment under the direction of the appropriate personnel. | | | | | | | | | |
| | 3.3 | Select and undertake any basic maintenance on the equipment and ensure that it is operational | | | | | | | | | |
| | 3.4 | Select all required stock and consumables and ensure that they are present in sufficient quantity to meet the needs of the production schedule under the direction of the Appropriate personnel. | | | | | | | | | |
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| **Learners Signature:** | | **Date:** |
| **Assessors Signature:** | | **Date:** |
| **IQA Signature (if sampled)** | | **Date:** |
| **EQA Signature (if sampled)** | | **Date:** |

**UNIT 004: Internet Use and Procedure**

**Unit Reference Number:**              **ICT/CMP/3/004**

**QCF Level:**                          **3**

**Credit Value:**                       **4**

**Guided Learning Hours:**

**Unit Purpose:**

This unit aims to equip learners with the knowledge and skills of internet and content sharing.

**Special Notes**

1   This unit standard is to be delivered and assessed in the context of the use of computer and its application in music and video production.
2   To demonstrate competence, at a minimum, evidence is required of the correct understanding of the concept and its application
3   Assessment evidence may be collected from a real workplace/simulated real workplace or an appropriate simulatedrealistic environment in which computers are used.
4   Regulations and legislation relevant to this unit standard include the following:
    Other relevant laws and policies that may apply

**Unit Assessment Requirements/Evidence Requirements**

The unit requires the various assessment materials below;
1.  Questioning
2.  Observation
3.  Prior Learning
4.  Work Product
5.  Witness Testimony

**UNIT 004: INTERNET USE AND PROCEDURE**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1**<br><br>***Know the Use of Internet*** | 1.1 | Explain Internet and its Operating Principles:<br>• Transmission Control Protocol (TCP)<br>• Internet Protocol (IP) | | | | | | | | | | | |
| | 1.2 | Explain the following term World Wide Web | | | | | | | | | | | |
| | 1.3 | Distinguish between the Internet and World Wide Web | | | | | | | | | | | |
| | 1.4 | Explain the Basic Principles of Computer Network | | | | | | | | | | | |
| | 1.5 | Distinguish the following:<br>• Local Area Network (LAN)<br>• Wide Area Networks (WAN) | | | | | | | | | | | |
| | 1.6 | Differentiate between Internet, Intranet and Extranet | | | | | | | | | | | |
| **LO 2**<br><br>***Understand the Use and Application of the Internet*** | | | | | | | | | | | | | |
| | 2.1 | State the Areas of Applications of the Internet | | | | | | | | | | | |
| | 2.2 | Discuss the Use of a Web Browser | | | | | | | | | | | |
| | 2.3 | State the Different Types of a Web Browser | | | | | | | | | | | |
| | 2.4 | Discuss the Use of Electronic Mail(e-mail) for Communication | | | | | | | | | | | |
| | 2.5 | Perform any of the following task:<br>• Compose an e-mail<br>• Attach a document to ane-mail<br>• Send an e-mail | | | | | | | | | | | |
| | 2.6 | Send Message using any of the following Internet Applications:<br>• Facebook<br>• WhatsApp<br>• X (Twitter)<br>• YouTube | | | | | | | | | | | |
| | 2.7 | Perform the following operations:<br>• Surf the Internet | | | | | | | | | | | |
| **LO3**<br><br>***Understand the Procedure to Upload a*** | 3.1 | Create an Account on the following:<br>• YouTube<br>• Facebook<br>• X (Twitter) | | | | | | | | | | | |
| | 3.2 | Explain the Importance of Internet | | | | | | | | | | | |

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| *Content on the Internet* | | Applications<br>• Facebook<br>• YouTube<br>• Google Search Engine<br>• Yahoo<br>Google Drive | | | | | | | | | | | |
| | 3.3 | Perform the Following Operations<br>• Post on Facebook<br>• Upload Music Video on YouTube<br>• Post Video on Instagram | | | | | | | | | | | |
| | 3.4 | Explain the Process of downloading and uploading from the Internet | | | | | | | | | | | |
| | 3.5 | Download a Nigerian Movie from a Streaming Platform | | | | | | | | | | | |
| | 3.8 | Upload a Video for Live Streaming on the Internet | | | | | | | | | | | |

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| **Learners Signature:** | **Date:** | |
| **Assessors Signature:** | **Date:** | |
| **IQA Signature (if sampled)** | **Date:** | |
| **EQA Signature (if sampled)** | **Date:** | |

**Unit 005: Video Editing**

**Unit Reference Number:**          **CT/CMP/3/005QCF**
**Level:**                          **3**
**Credit Value:**                   4

**Guided Learning Hours:**          **40**

**Unit Purpose:**
This unit aims to provide learners with the knowledge and skills of video editing.

**Special Notes**
1. This unit standard is to be delivered and assessed in the context of Video Editing and should be assessed in conjunction with other relevant Unit Standards and Technical Units selected from this domain.
2. To demonstrate competence, at a minimum, evidence is required ofthe correct understanding of the concept and importance of Video Editing in Music Video Production.
3. Assessment evidence may be collected from a real workplace or asimulated real workplace or an appropriate simulated realistic environment in which video editing profession are carried out.
4. All inspection, operation and maintenance procedures associatedwith the use of tools and equipment shall comply with manufacturers' specifications, laid down video editing requirements.
5. Regulations and legislation relevant to this unit standard include thefollowing:
   - Intellectual Property Act of Nigeria of 1971
   - Nigerian Labour Act 2014
   - Nigerian Copyright Act 1991
   - Nigerian Censorship Board Act 2003
   - Image Rights on Violation of Privacy
   - The right to privacy is guaranteed under section 37 of the NigerianConstitution 1999 as amended.
   - Copyright law in Nigeria, per Decree No. 61 of 1970
   - Occupational Health and Safety Regulations No. 18, 1997 and allsubsequent amendments to any of the above.

**Range:**
The level of responsibility will involve the learner having a good knowledge of motion picture editing and compositing skills. Creating video and audio effects to aprofessional standard.

**Unit Assessment Requirements/Evidence Requirements**
The unit requires the various assessment materials below;
1. Questioning
2. Observation
3. Prior Learning
4. Work Product
5. Professional Discussion
6. Witness Testimony

**UNIT 005: VIDEO EDITING**

| LO (Learning outcome) | | Criteria:- | Evidence Type | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LO 1 | 1.1 | Explain the Rhythm of a Scene | | | | | | | | | | |
| **Know Advanced Cutting and Storytelling Techniques** | 1.2 | Discuss the following:<br>• Jump Cuts<br>• Match Cuts<br>• Smash Cuts<br>• Montage Sequences<br>• Time Manipulation<br>• Emotional Editing<br>• Cutting to Sound | | | | | | | | | | |
| | 1.3 | Create a 60 Seconds Short Montage that shows the above in 1.2 on a Video Editing Software | | | | | | | | | | |
| | 1.4 | Sync the above in 1.2 to a Music Track | | | | | | | | | | |
| | 1.5 | Analyze the Emotional Impact in 1.4 | | | | | | | | | | |
| LO 2 | | | | | | | | | | | | |
| **Know Advanced Transitions & Effects** | 2.1 | Carry out the following on a Video Editing Software<br>• L Cuts<br>• J Cuts | | | | | | | | | | |
| | 2.2 | Carry out a Seamless Transition between two shots | | | | | | | | | | |
| | 2.3 | Carry out the following:<br>• Speed Ramp<br>• Whip Pan<br>• Text Integration<br>• Morph Cut<br>• Time-lapse | | | | | | | | | | |
| | 2.4 | Create Stylized Transitions for the following Genres:<br>• Horror<br>• Comedy<br>• Action<br>• Drama<br>• TV Interview | | | | | | | | | | |
| LO3 | 3.1 | Carry out the following<br>• Dialogue Editing<br>• Cleaning Up of Audio/ Denoising | | | | | | | | | | |
| **Know Layering and Complex Audio Editing** | 3.2 | Discuss Sound Layering for immersion: | | | | | | | | | | |

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| | | • Foley Sound<br>• Ambience<br>• Choosing the Right Sound<br>• Reverb<br>• Delay<br>• Amplitude & Balance | | | | | | | | | | |
| | 3.3 | Carry out the above in 3.2 for a 60 Seconds Video. | | | | | | | | | | |
| | 3.4 | Analyze how different music/sound changes the meaning of a scene. | | | | | | | | | | |
| LO4<br><br>**Know Color Grading & Final Polishing** | 4.1 | Discuss the following:<br>• Color Theory<br>• The Psychology of Warm and Cool Tones<br>• Emotional Impact | | | | | | | | | | |
| | 4.2 | Analyze a Short Scene from a Film, using 4.1 | | | | | | | | | | |
| | 4.3 | Apply Observation to a 60 Seconds Edit using:<br>• LUTS<br>• Manual Grading<br>• Adjusting Skin Tones<br>• Altering Background Colors | | | | | | | | | | |
| | 4.4 | Export 4.3 to different formats for use. | | | | | | | | | | |

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| Learners Signature: | | Date: |
| Assessors Signature: | | Date: |
| IQA Signature (if sampled) | | Date: |
| E**QA Signature (if sampled)** | | **Date:** |

## Unit 006: FUNDAMENTALS OF FILM DIRECTING

**Unit Reference Number: ICT/CMP/4/006**

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| **QCF Level:** | **3** |
| **Credit Value:** | 3 |

**Guided Learning Hours: 30**

**Unit Purpose:**

The Unit introduces learners to the Principles of Film Directing. A Movie or Film Director is the chief person responsible for the creative aspects of film production while creating the look of a film, Movie Directors may make script changes, determine movie locations, finalize costume designs, approve special effects, and provide coaching to Actors.

**Special Notes**

1. This unit standard is to be delivered and assessed in the context of directing music and music productions relevant technical units selected from this domain.
2. To demonstrate competence, at a minimum, evidence is required of the correct understanding of the concept and importance of directing in the creative media industry.
3. Assessment evidence may be collected from a real workplace/simulated real workplace or an appropriate simulatedrealistic environment in which music video directing is required.
4. Regulations and legislation relevant to this unit standard include thefollowing:
    - Nigerian constitution.

    - Laws governing lightening and the use of sound and noisecontrols.
    - Law governing sound limits in specific areas.

    - Federal, State and Local Government Laws in the area ofoperation of the studio.
    - Other relevant laws and policies that may apply

Range

The level and extent of responsibility will involve the learner being able toidentify and cast suitable actors, direct them, to interpret a script while coordinating every aspect of the production to make a quality film

**Unit Assessment Requirements/Evidence Requirements**

The unit requires the various assessment materials below;

1. Questioning
2. Observation
3. Prior Learning
4. Witness Testimony
5. Learning Journals

**Unit 006: FUNDAMENTALS OF FILM DIRECTING**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Lo 1* *Know* *Basic Concepts in Film and* *Video Directing* | 1.1 | Discuss Film Directing | | | | | | | | | | |
| | 1.2 | Explain Directing For:<br>• Feature Films<br>• Short Films<br>• Documentaries<br>• Commercials<br>• Television<br>• Broadcast/Streaming | | | | | | | | | | |
| | 1.3 | Discuss the Responsibilities of a Film Director | | | | | | | | | | |
| | 1.4 | Discuss the Developments and Treads in Film Directing | | | | | | | | | | |
| | 1.5 | Explain the Different Film and Television Genre | | | | | | | | | | |
| | 1.6 | Describe the Use of Blocking Techniques in Film Directing | | | | | | | | | | |
| | 1.7 | Write A Narrative Screenplay | | | | | | | | | | |
| | 1.8 | Mention Key Developments, Events and People | | | | | | | | | | |
| | 1.9 | Direct a Short Film – Script from 1.7 | | | | | | | | | | |
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| *LO 2* *Understand the Film Director* | 2.1 | Explain Process of Becoming a Film Director | | | | | | | | | | |
| | 2.2 | Discuss the Core Attributes of a Film Director | | | | | | | | | | |
| | 2.3 | Discuss the phrase "Directorial Approach" | | | | | | | | | | |
| *LO 3* *Understand Basic Film Directing Techniques* | 3.1 | Discuss the Responsibilities of the Film Director during:<br><br>• Pre-Production<br>• Production<br>• Post-Production | | | | | | | | | | |
| | 3.2 | Discuss the Entire Filmmaking Process:<br>• Technical<br>• Creative Point of View | | | | | | | | | | |
| | 3.3 | Discuss the term "Script Breakdown" | | | | | | | | | | |
| | 3.4 | Create and Analyze a shot list | | | | | | | | | | |

| | 3.5 | Describe the following:<br>• Film Visualization<br>• Film Styles | | | | | | | | | | |
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| | 3.6 | Demonstrate the ability to perform the Following:<br>• Casting<br>• Script Editing<br>• Shot Composition<br>• Shot Selection<br>• Shot Editing | | | | | | | | | | |
| | 3.7 | Discuss the following:<br>• Budgeting<br>• Proposal/Presentation<br>• Partnership<br>• Marketing<br>• Funding<br>• Distribution | | | | | | | | | | |
| **LO 4**<br>**Understand Professional Requirements in Film Directing** | 4.1 | Discuss the Techniques in Selecting the following:<br>• Right Cast<br>• Crew<br>• Location for the Film<br>• Rehearsals<br>• Actors Performance | | | | | | | | | | |
| | 4.2 | Discuss the Ability to Work with Actors and Artists | | | | | | | | | | |
| | 4.3 | Show how to break down scripts to create Shooting Schedules and Timelines. | | | | | | | | | | |
| | 4.4 | Discuss the Techniques of managing the following on a Production Set:<br>• Production Designer<br>• Cinematographers<br>• Visual Effects Artists | | | | | | | | | | |
| **LO 5**<br>**Know the Basic Techniques in Managing Film and Video Projects** | 5.1 | Explain the Techniques involved in managing the entire Filmmaking process such as:<br>• Technical<br>• Creative<br>• Management<br>• Finance<br>• Marketing. | | | | | | | | | | |
| | 5.2 | Discuss the Elements of managing budget and compliance with timelines in Film and Video Projects. | | | | | | | | | | |

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| | 5.3 | Explain the techniques in managing Cast and Crew members in Film and Video projects. | | | | | | | | |
| | 5.4 | Describe the procedure of managing equipment for Film and Video Projects at:<br>• Pre-Production Stage<br>• Production Stage<br>• Post-production Stage | | | | | | | | |

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| **Learners Signature:** | **Date:** | |
| **Assessors Signature:** | **Date:** | |
| **IQA Signature (if sampled)** | **Date:** | |
| **EQA Signature (if sampled)** | **Date:** | |

**Unit 007: FUNDAMENTALS OF LIGHTING TECHNIQUES**

**Unit Reference Number:**              **ICT/CMP/3/007**

**QCF Level:**                          **3**
**Credit Value:**                       4
**Guided Learning Hours:**              **40**

**Unit Purpose:**

This unit provides trainees with knowledge and skills to effectively use lighting for video production.

**Special Notes**

1. This unit is to be delivered and assessed in the context of music and video production and should be assessed in conjunction with other relevant technical units selected from this domain.
2. To demonstrate competence, at a minimum, evidence is required of the correct understanding of the concept and importance of lighting in music videoproduction.
3. Assessment evidence may be collected from a real workplace/simulated real workplace or an appropriate simulated realistic environment in which stage lightening is used.
4. Regulations and legislation relevant to this unit include the following:

   ▪   Nigerian constitution.

   ▪   Laws governing lightening and the use of fireworks

   ▪   Federal, State and Local Government Laws in the area of operation of thestudio.
   ▪   Other relevant laws and policies that may apply

**Unit Assessment Requirements/Evidence Requirements**

The unit requires the various assessment materials below;
1. Questioning
2. Observation
3. Prior Learning
4. Work Product
5. Witness Testimony

**Unit 007: FUNDAMENTALS OF LIGHTING TECHNIQUES**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | Evidence Ref Page number | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1**<br><br>***Know Lighting Syems*** | 1.1 | Discuss Lighting Equipment | | | | | | | | |
| | 1.2 | Identify the Basic Lighting Kits | | | | | | | | |
| | 1.3 | Demonstrate Hard and Soft Lighting in Video Production | | | | | | | | |
| | 1.4 | Discuss the following process:<br>• Set Light Colors<br>• Set Light Intensity<br>• Contrast Ratio | | | | | | | | |
| | 1.5 | Demonstrate the following Lighting Properties in Video Production<br>• Intensity<br>• Color<br>• Temperature<br>• Quality<br>• Angle | | | | | | | | |
| | 1.6 | Demonstrate the various Lighting Styles:<br>• High-Key Lighting<br>• Low-Key Lighting | | | | | | | | |
| | 1.7 | Calculate the Electricity Needs for Light Equipment | | | | | | | | |
| | 1.8 | State the Safety Measures of Setting Lighting in a Workplace | | | | | | | | |
| **LO 2**<br>***Understand Lighting techniques*** | | | | | | | | | | |
| | 2.1 | Explain the following:<br>• Density Filters<br>• Subtractive Lighting | | | | | | | | |
| | 2.2 | Discuss Lighting Angles | | | | | | | | |
| | 2.3 | Discuss the following:<br><br>• Shooting Inside with Artificial Light<br>• Shooting Inside with Natural Light<br>• Shooting Outside with Direct Sunlight<br>• Shooting at Dawn and Dusk | | | | | | | | |
| | 2.4 | Discuss the Logic of Lighting Design | | | | | | | | |
| | 2.5 | Discuss Characteristics of Lighting Design in Film | | | | | | | | |
| **LO3:** | 3.1 | Explain the Various Types of Light Source which includes: | | | | | | | | |

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| **Understand the Use of Lighting Techniques in Video Production** | | ▪ Flood Lights.<br>▪ Broad Lights<br>▪ Umbrella Lights<br>▪ Florescent Lights<br>▪ Spot Lights<br>▪ Soft Lamps<br>▪ Fixed-Focus Lighting | | | | | | | | | | | |
| | 3.2 | Demonstrate the following LightingTechniques in Short Videos<br>▪ Using Simple Key Light.<br>▪ Using a Reflector as a Fill.<br>▪ Three-Point Lighting.<br>▪ Ensuring Correct Color Balance<br>▪ Using Natural Lighting | | | | | | | | | | | |
| | 3.3 | Analyze the Short Videos from 3.2 | | | | | | | | | | | |
| **LO4**<br><br>**Know the Basics of Light Regulation and Maintenance** | 4.1 | Discus Light Consoles | | | | | | | | | | | |
| | 4.2 | Discuss Light Meter | | | | | | | | | | | |
| | 4.3 | Discuss the Process of Measuring Light Intensity using Light Meter | | | | | | | | | | | |
| | 4.4 | Demonstrate the Process of using Light Controller and Dimmer | | | | | | | | | | | |
| | 4.5 | Discuss Ways of Light Maintenance | | | | | | | | | | | |
| | 4.6 | Discuss the Maintenance Measures for the following:<br>• Lighting Equipment<br>• Detecting Equipment Malfunction | | | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| **Assessors Signature:** | **Date:** |
| **IQA Signature (if sampled)** | **Date:** |
| **EQA Signature (if sampled)** | **Date:** |

**UNIT 008: FUNDAMENTALS OF SCRIPT WRITING**

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| **Unit Reference Number:** | **ICT/CMP/3/008** |
| **QCF Level:** | **3** |
| **Credit Value:** | **3** |
| **Guided Learning Hours:** | **30** |

**Unit Purpose:**

This Unit will equip learners for roles in scriptwriting, screenwriting, story development, story lining, and script editing. As a scriptwriter, you will emerge with not only the ability to write high quality film and television scripts - short films, feature films, television drama series and serials - but with a thorough awareness of the commercial and contextual issues surrounding the industry you wish to enter. Learners will have the ability to write scripts for short films, news shows and dramatization scripts for music and video production.

**Special Notes:**

1. This unit is to be delivered and assessed in the context of writing music and video script, storytelling, storyboard and relevant technical units selected from this domain.
2. To demonstrate competence, at a minimum, evidence is required of the correct understanding of the concept and importance script writing in thecreative media industry.
3. Assessment evidence may be collected from a real workplace or a simulated workplace or an appropriate simulated realistic environment in which scripts and storyboard needs to be created.
4. Regulations and legislation relevant to this unit standard.

**Unit Assessment Requirements/Evidence Requirements**

The unit requires the various assessment materials below;

1. Questioning
2. Observation
3. Prior Learning
4. Work Product
5. Professional Discussion
6. Witness Testimony

**UNIT 008:  FUNDAMENTALS OF SCRIPT WRITING**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ***LO 1*** <br><br> ***Understand the History andBasics of ScriptWriting*** | 1.1 | Discuss the history of Script Writing | | | | | | | | | | | |
| | 1.2 | Discuss the process of Script Writing | | | | | | | | | | | |
| | 1.3 | Explain these key terminologies in Script Writing: <br> • Exposition <br> • Montage <br> • Tone <br> • Genre <br> • Style <br> • Structure <br> • Character <br> • Plot <br> • Themes <br> • Dialogue | | | | | | | | | | | |
| | 1.4 | Discuss the following types of Script: <br> • Film Script <br> • Tv Script <br> • Stage Play <br> • Audio Script <br> • Documentary Script <br> • Animation Script <br> • Corporate & Training Video Script <br> • Video Game Script (Interactive Script) <br> • Commercial (AD) Script <br> • Spec Script <br> • Shooting Script | | | | | | | | | | | |
| | 1.5 | Discuss the phases of Development in Script Writing <br> • Idea & Concept Development <br> • Logline <br> • Synopsis <br> • Treatment <br> • Story Outline <br> • 1$^{ST}$ Drafts <br> • Rewriting and Polishing <br> • Final Draft | | | | | | | | | | | |
| | 1.6 | State the Rules of Script Writing | | | | | | | | | | | |

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| **LO 2**<br><br>**Understand Basic Requirements of Script Writing** | 2.1 | State the qualities of a Script Writer | | | | | | | | | | |
| | 2.2 | Discuss the importance of possessing Excellent Writing Skills | | | | | | | | | | |
| | 2.3 | Discuss the process of Pitching an Idea/Script | | | | | | | | | | |
| | 2.4 | Discuss the Importance of Critiquing a Script | | | | | | | | | | |
| **LO3**<br><br>**Know the Techniques of Script Writing** | 3.1 | Discuss the following Writing Elements:<br>• Comic Relief<br>• Comical Irony<br>• Suspense<br>• Mystery<br>• Foreshadowing<br>• Dramatic Tension | | | | | | | | | | |
| | 3.2 | Discuss the following types of Characters:<br>• Protagonist,<br>• Antagonist<br>• Supporting Characters<br>• Background Characters | | | | | | | | | | |
| | 3.3 | Discuss the process of Character Development | | | | | | | | | | |
| | 3.4 | Explain the Continuity of Time in Script Writing | | | | | | | | | | |
| | 3.5 | Discuss the 3-Act Structure<br>• Beginning<br>• Middle<br>• End | | | | | | | | | | |
| | 3.6 | Explain the following components of a script Format:<br>• Slugline<br>• Action<br>• Character<br>• Dialogue<br>• Parenthetical<br>• Subtext<br>• Beat<br>• Transition<br>• Abbreviations<br>• Montages<br>• Intercuts<br>• Page Breaking | | | | | | | | | | |

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| | | • Finer Points<br>• Dual Dialogue<br>• Adlibs | | | | | | | | | |
| | 3.7 | Demonstrate a simple script format using Script Writing Software<br>• Fade In<br>• Final Draft<br>• Celtix<br>• Story Architect | | | | | | | | | |
| | 3.7 | Develop a structured Short Script, with notable characters and carry out a critical analysis of the Script. | | | | | | | | | |

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| **Learners Signature:** | **Date:** | |
| **Assessors Signature:** | **Date:** | |
| **IQA Signature (if sampled)** | **Date:** | |
| **EQA Signature (if sampled)** | **Date:** | |

## UNIT 009: SOUND ENGINEERING TECHNIQUES

**Unit Reference Number:**        **ICT/CMP/3/009**

**QCF Level:**              **3**
**Credit Value:**          **4**
**Guided Learning Hours:**    **40**

**Unit Purpose:**
This unit aims to acquaint leaners with the basic skills and knowledge of sound engineering techniques.

**Special Notes**

1.    This unit is to be delivered and assessed in the context of music and video production and should be assessed in conjunction with other relevant technicalunits selected from this domain.
2.    To demonstrate competence, at a minimum, evidence is required of the correctunderstanding of the concept and importance of sound engineering in music video production.
3.    Assessment evidence may be collected from a real workplace or a simulated real workplace or an appropriate simulated environment in which electrical operations are carried out.
4.    Regulations and legislation relevant to this unit standard include the following:
    ▪    Nigerian constitution.
    ▪    State Pollution and Noise laws.
    ▪    Federal, State and Local Government Laws in the area of operation of thestudio.
    ▪    Other relevant laws and policies that may apply

**Unit Assessment Requirements/Evidence Requirements**
The unit requires the various assessment materials below;
1.    Questioning
2.    Observation
3.    Prior Learning
4.    Work Product
5.    Professional Discussion
6.    Witness Testimony

**UNIT 009: SOUND ENGINEERING TECHNIQUES**

| LO (Learning Outcome) | | | Criteria:- | Evidence Type | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO1**<br><br>**Understand the Basic Principles of Sound and how Audio Signals Work** | 1.1 | | Discuss the following Sound Elements:<br>• Frequency<br>• Amplitude<br>• Wavelength | | | | | | | | | | |
| | 1.2 | | Discuss the Types of Sound Waves:<br>• Sine<br>• Square<br>• Triangle<br>• Sawtooth | | | | | | | | | | |
| | 1.3 | | Discuss Analog vs. Digital Sound | | | | | | | | | | |
| | 1.4 | | Discuss Decibels (dB) and Sound Pressure Levels | | | | | | | | | | |
| | 1.5 | | Experiment with a Decibel Meter to Measure Loudness | | | | | | | | | | |
| | 1.6 | | Discuss Audio Signal Flow & Chain<br>• Microphone →<br>• Mixer →<br>• Speakers | | | | | | | | | | |
| | 1.7 | | Listen to different Frequency Tones and identify High vs. Low Frequencies. | | | | | | | | | | |
| **LO 2**<br><br>**Learn about Different Microphones and Proper Recording Methods** | 2.1 | | Demonstrate the Use of Microphones:<br>• Dynamic Microphone (e.g., Shure SM58 – good for Live Sound)<br>• Condenser (e.g., Rode NT1-A – best for Studio Vocals)<br>• Ribbon (e.g., Royer R-121 – Warm Sound for Instruments) | | | | | | | | | | |
| | 2.2 | | Identify Polar Patterns:<br>• Cardioid (Unidirectional)<br>• Super Cardioid<br>• Hyper Cardioid<br>• Omnidirectional,<br>• Bi-Directional (Figure 8)) | | | | | | | | | | |
| | 2.3 | | Discuss Microphone Placement Techniques:<br>• Close Mic Placement<br>• Distant Mic Placement | | | | | | | | | | |
| | 2.4 | | Discuss Recording Vocals vs. Instruments | | | | | | | | | | |
| | 2.5 | | Explain Common Recording Mistakes and How to Avoid Them | | | | | | | | | | |
| | 2.6 | | Set-up and Test Different Microphones.<br>Record the same sound source using different microphone types and placements | | | | | | | | | | |
| **LO 3**<br><br>**Understand how to** | 3.1 | | Explain the following:<br>• Equalization (EQ) – Adjusting Frequency Balance | | | | | | | | | | |

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| **Balance, Enhance, and Shape Sound through Sound Mixing** | | • Compression – Controlling Dynamic Range<br>• Reverb & Delay – Adding Depth and Space<br>• Panning & Stereo Imaging – Placing Sounds in the Stereo Field | | | | | | | | | | |
| | 3.2 | Discuss Mixing Workflow and Best Practices | | | | | | | | | | |
| | 3.3 | Use a DAW (Digital Audio Workstation) like Pro Tools, Adobe Audition, Logic Pro, or FL Studio to mix a basic track. | | | | | | | | | | |
| | 3.4 | Apply EQ and Compression to improve Clarity of 3.3 | | | | | | | | | | |
| **L04**<br><br>**Know the Difference Between Mixing and Mastering** | 4.1 | Explain the difference between Mixing and Mastering | | | | | | | | | | |
| | 4.2 | Demonstrate Loudness Normalization (LUFS, RMS, Peak Levels) | | | | | | | | | | |
| | 4.3 | Demonstrate Limiting and Maximizing Loudness Without Distortion | | | | | | | | | | |
| | 4.4 | Explain Common Mastering Mistakes | | | | | | | | | | |
| | 4.5 | Demonstrate a Mastering of a Mixed 60 Seconds Track by applying final:<br>• Final EQ<br>• Compression,<br>• Limiting. | | | | | | | | | | |
| | 4.6 | Demonstrate Exporting Audio for Different Platforms:<br>• Streaming,<br>• Film<br>• Radio | | | | | | | | | | |
| | 4.7 | Compare a Raw Mix vs. a Mastered Version. | | | | | | | | | | |

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| **Learners Signature:** | **Date:** |
| **Assessors Signature:** | **Date:** |
| **IQA Signature (if sampled)** | **Date:** |
| **EQA Signature (if sampled)** | **Date:** |

**UNIT 010: PHOTOGRAPHY**

**Unit Reference Number:**        **ICT/CMP/3/010**

**QCF Level:**                    **3**
**Credit Value:**                 **3**
**Guided Learning Hours:**        **30**

**Unit Purpose:**
This unit aims to provide leaners with skill and knowledge required to handle different types of camera.

**Special Notes**
This unit is to be delivered and assessed in the context of the creative media industry and should be assessed in conjunction with other relevant technical unitsselected from this domain.

To demonstrate competence, at a minimum, evidence is required of observing the learner snapping pictures in at least 6 different picture scenes and situation and evidence of at least 20 different snapshots that the learner has taken and produced. Assessment Evidence may be collected from a real workplace, photographic studio, event shots, location shots or any other appropriate situation.

Regulations and legislation relevant to this unit include the following:

- Labour Act 2014
- Consumer Protection Council Act, Cap 25 of 2004 and all subsequentamendments to it.
- Best practices and benchmarks in Customer Service Management.
- Other applicable laws and guidelines.

**Range**:

This unit is limited to the following:
- Camera Handling and Taking Cameras Shots in different situations.
- Know how to set up a Camera and its Accessories.
- Basic Camera Maintenance and Storage.
- Producing Printed copies of Pictures.

**Unit Assessment Requirements/Evidence Requirements**

The unit requires the various assessment materials below;
- Questioning
- Direct Observation
- Prior Learning
- Witness testimony.
- Assignments

**UNIT 010: PHOTOGRAPHY**

| LO (Learning outcome) | | Criteria:- | Evidence Type | | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LO 1** | 1.1 | Explain Photography | | | | | | | | | | | |
| | 1.2 | Discuss the Origin of Photography | | | | | | | | | | | |
| ***Understand Photography, Developmental History and Photography in Relation to Light*** | 1.3 | State the Roles of the following People in the Development of Photography:<br>▪ Al-Haitian<br>▪ John Dolland<br>▪ Prof Joham Henry<br>▪ Schulze of Nuremburg.<br>▪ Joseph Nicephore Niepce<br>▪ Louis Joarcques Mande Daguerre<br>▪ Henry Fox Talbot. | | | | | | | | | | | |
| | 1.4 | Discuss the different Fields of Photography namely:<br>▪ Glamour Photography<br>▪ Portraiture<br>▪ Sport Photography<br>▪ Underwater Photography<br>▪ Micro Photography<br>▪ Photo Journalism<br>▪ Advertising<br>▪ Scientific Photography<br>▪ Nature Photography | | | | | | | | | | | |
| | 1.5 | Discuss the Basic Principle of Light Vis-à-vis Photography using:<br>▪ Visible Spectrum<br>▪ Light Separations (ROYGBIV) | | | | | | | | | | | |
| | 1.6 | Discuss the Properties of Light:<br>▪ Reflection<br>▪ Refraction<br>▪ Transmission<br>▪ Absorption<br>▪ Dispersion | | | | | | | | | | | |
| **LO 2** | 2.1 | Discuss a Camera | | | | | | | | | | | |
| ***Understand Cameras and Lenses Usage in Photo Production*** | 2.2 | Identify Types of Cameras:<br>▪ Cinema Camera<br>▪ Mirror-less Camera<br>▪ DLSR Camera<br>▪ TLR<br>▪ SLR<br>▪ Range Finders<br>▪ Instamatics<br>▪ Digital Camera<br>▪ View Camera | | | | | | | | | | | |
| | 2.3 | Discuss the Functions and Differences of | | | | | | | | | | | |

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| | | the Cameras listed in 2.2 | | | | | | | | | | |
| | 2.4 | Identify the parts of a Camera:<br>• Lens<br>• Lens Hood<br>• Film Chamber<br>• View Finder<br>• Film Advance Lever<br>• Shutter Release Button<br>• Exposure Meter<br>• Filter<br>• Flash Bracket | | | | | | | | | | |
| | 2.5 | Explain the Functions of the Part of Camera in 2.4 | | | | | | | | | | |
| | 2.6 | Explain the Types of Lenses and Areas of Applications<br>• Wide Angle Lens<br>• Telephoto Lens<br>• Zoom Lens<br>• Micro Lens | | | | | | | | | | |
| **LO3**<br>***Understand the Advanced Camera Technique*** | 3.1 | Explain the following Camera Techniques:<br>• Manual mode mastery (Aperture, Shutter Speed, ISO)<br>• Advanced Metering Techniques<br>• White Balance Customization<br>• Using External Flashes and Strobes<br>• High-Speed Photography | | | | | | | | | | |
| | 3.2 | Demonstrate the Use of the following in Photography:<br>• Aperture<br>• Shutter Speed<br>ISO | | | | | | | | | | |
| | 3.3 | Demonstrate High Speed Photography | | | | | | | | | | |
| **LO4**<br><br>***Know Composition in Photography*** | 4.1 | Explain the term Composition with respect to Photography | | | | | | | | | | |
| | 4.2 | Explain Composition and Aesthetics using:<br>• Rule of Thirds and Beyond<br>• Leading Lines, Framing, and Depth<br>• Color Theory in Photography<br>• Negative Space and Minimalism<br>• Storytelling through Composition | | | | | | | | | | |
| | 4.3 | Discuss Depth and Dimension using:<br>• Foreground, Middle ground, and Background Layering<br>• Leading lines, Framing, and Perspective Tricks | | | | | | | | | | |
| | 4.4 | Explain Color Theory and Emotional Impact: | | | | | | | | | | |

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| | | • Psychology of Colors in Photography<br>• Color Harmony and Complementary Colors | | | | | | | | | |
| | 4.5 | Discuss the Negative Space and Minimalism:<br>• Using Empty Space to Enhance Subject Impact<br>• Practical Exercises in Minimalistic Composition | | | | | | | | | |
| | 4.6 | Storytelling through Composition<br>• Narrative Techniques in Visual Art<br>• Analyzing Master Photographers' Work | | | | | | | | | |
| **LO 5**<br><br>*Understand Lighting Mastering* | 5.1 | Demonstrate Natural Light with the Use of Camera to achieve the Following:<br>• Golden Hour Vs. Blue Hour<br>• Diffused Vs. Harsh Sunlight | | | | | | | | | |
| | 5.2 | Demonstrate Studio Lighting Techniques Using:<br>• 3-Point Lighting Setup (Key, Fill, Rim)<br>• Rembrandt, Split, Butterfly, And Loop Lighting | | | | | | | | | |
| | 5.3 | Demonstrate the Use of Reflectors and Diffusers in interviews to have the following Fills:<br>• White, Silver, Gold, And Black Reflectors<br>• DIY Light Modifiers | | | | | | | | | |
| | 5.4 | Discuss the Low-Light and Night Photography using Long Exposure Techniques, Light Trails and Astro Photography Basics | | | | | | | | | |
| | 5.6 | Demonstrate Creative Light Painting and Special Effects<br>▪ Light Painting with LEDs and Torches<br>▪ Using Colored Gels for Mood Shifts | | | | | | | | | |
| **LO 6**<br><br>*Understand Specialized Photography Styles* | 6.1 | Discuss portrait photography using the following techniques:<br>▪ Posing Techniques for Individuals and Groups<br>▪ Environmental vs. Studio Portraits | | | | | | | | | |
| | 6.2 | Explain Landscape and Cityscape photography using Videos and Images from BBC Planet Earth considering:<br>▪ HDR Photography and Focus Stacking | | | | | | | | | |

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| | | ▪ Using ND Filters for Long Exposures | | | | | | | | | | |
| | 6.3 | How to Use Micro Lens for Macro-Photography using : <br> ▪ Focus Stacking for Extreme Detail <br> ▪ Extension Tubes and Macro Lenses | | | | | | | | | | |
| | 6.4 | Discuss Fashion and Editorial Photography working with stylists, models and creating Editorial-Style images (using Fashion Magazines as References) | | | | | | | | | | |
| | 6.5 | Explain Fine Art and Conceptual Photography considering <br> ▪ Developing a Signature Artistic Style <br> ▪ Symbolism and Storytelling in Photography | | | | | | | | | | |
| **LO 7** <br> ***Know how to Use Post-Processing and Editing*** | 7.1 | Explain Adobe Lightroom and Adobe Photoshop Photo Editing Software with its Interface and Tools | | | | | | | | | | |
| | 7.2 | Demonstrate Advanced Lightroom Editing Technique: <br> ▪ Color Correction and Grading <br> ▪ Dodging and Burning for Depth | | | | | | | | | | |
| | 7.3 | Demonstrate Retouching in Photoshop using filters <br> ▪ Skin Retouching without Losing Texture <br> ▪ Frequency Separation and Clone Stamping | | | | | | | | | | |
| | 7.4 | Demonstrate the Use of Advanced Color grading and styles using Plug-ins, Filters and Presets: <br> ▪ Cinematic Color Grading <br> ▪ LUTs | | | | | | | | | | |
| | 7.4 | Discuss the use of AI for Noise Reduction and Sharpening Techniques | | | | | | | | | | |
| | 7.5 | Explain RAW Workflow and File Management in: <br> ▪ Organizing Files for Efficiency <br> ▪ Non-Destructive Editing Practices | | | | | | | | | | |

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| **Learners Signature:** | | **Date:** |
| **Assessors Signature:** | | **Date:** |
| **IQA Signature (if sampled)** | | **Date:** |
| **EQA Signature (if sampled)** | | **Date:** |

**UNIT 011: 2D ANIMATION PRODUCTION**

**Unit Reference Number:**    **ICT/CMP/4/011**
**QCF Level:**                **4**
**Credit Value:**             **4**
**Guided Learning Hours:**    **40**

**Unit Purpose:**
This unit will help learners understand the rudiments of animation as well as learn the various software used in the film and TV animation industry for professional quality 2D animation production capabilities.

**Special Notes**
1. This unit is to be delivered and assessed in the context of animation production and should be assessed in conjunction with other relevant technical units selected from this domain.
2. To demonstrate competence, at a minimum, evidence is required of the correct understanding of the concept and importance of animation in creative media industry.
3. Assessment evidence may be collected from a real workplace/simulated workplace or an appropriate simulated realistic environment in which animation is produced.
4. Regulations and legislation relevant to this unit include the following:
   ▪ Nigerian constitution.
   ▪ Laws governing animation and the use of its various software.
   ▪ Laws governing animation software licensing.
   ▪ Other relevant laws and policies that may apply

**Unit Assessment Requirements/Evidence Requirements**
The unit requires the various assessment materials below;
1. Questioning
2. Observation
3. Prior Learning
4. Work Product
5. Witness Testimony

**UNIT 011: 2D ANIMATION PRODUCTION**

| LO (Learning Outcome) | | Criteria:- | Evidence Type | | | | | | Evidence Ref Page number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LO 1 *Understanding Animation & Digital Media, Traditional Vs Digital Animation* | 1.1 | Define Animation and how it applies to different industries | | | | | | | | | | | |
| | 1.2 | Discuss the difference between Animation and Digital Media | | | | | | | | | | | |
| | 1.3 | Discuss how Animation is used in:<br>■ Entertainment (Movies, TV Shows, Anime).<br>■ Video Games (Character Animation, Game Cinematics).<br>■ Advertising & Marketing (Motion Graphics, Animated Ads).<br>■ Social Media (GIFs, Animated Stories, Brand Animations).<br>■ Education and e-Learning (Explainer Videos, Interactive Content) | | | | | | | | | | | |
| | 1.4 | Explain career paths in Animation and Digital Media, including:<br>■ 2D Animator<br>■ 3D Animator<br>■ Storyboard Artist.<br>■ Motion Graphics<br>■ Visual Effects (VFX) Artist<br>■ Game Freelance Animator<br>■ Content Creator | | | | | | | | | | | |
| | 1.5 | Discuss the skills required for different animation jobs, such as Storytelling, Drawing, Modeling, and Video Editing. | | | | | | | | | | | |
| | 1.6 | Explain the evolution of Animation from Hand-Drawn techniques to Digital methods. | | | | | | | | | | | |
| | 1.7 | Recognize the differences between:<br>• Traditional Animation<br>• Digital 2D Animation<br>• Stop-Motion Animation<br>• 3D Animation | | | | | | | | | | | |
| | 1.8 | Explain the basic tools and software for Animation using<br>■ Adobe Animate<br>■ Blender<br>■ Toon Boom Harmony<br>■ After Effects<br>■ Autodesk Maya | | | | | | | | | | | |
| | 1.9 | Discuss the basic functions of each software in 1.8 and when to use them | | | | | | | | | | | |

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| | 1.10 | Explain software and hardware requirements for Animation (Graphics Tablets, Powerful Computers). | | | | | | | | | |
| **LO 2 Understand the Principles of Animation** | 2.1 | Explain the basic principles of Animation.<br>▪ Squash and Stretch<br>▪ Anticipation<br>▪ Staging<br>▪ Straight Ahead and Pose-to-Pose<br>▪ Follow-Through and Overlapping Action<br>▪ Slow In and Slow Out<br>▪ Arcs<br>▪ Secondary Action<br>▪ Timing<br>▪ Exaggeration<br>▪ Solid Drawing<br>▪ Appeal | | | | | | | | | |
| | 2.2 | Explain Frame Rates and Key framing basics:<br>▪ 24 FPS (Frames Per Second)<br>▪ 30 FPS<br>▪ 12 FPS | | | | | | | | | |
| | 2.3 | Explain the following basics of Key Framing:<br>▪ Keyframes<br>▪ In-Betweening (Tweening)<br>▪ Ease-in and Ease-out | | | | | | | | | |
| | 2.4 | Explain the Basics of Hand-Drawn (Frame-by-Frame) 2D Animation:<br>▪ Using Onion Skinning to see previous frames.<br>▪ Drawing Key Poses first, then adding in-between Frames | | | | | | | | | |
| | 2.5 | ▪ Explore stop-motion Animation Techniques:<br>▪ Capturing individual frames of real objects (clay, paper, puppets).<br>▪ Adjusting characters slightly between each shot to create motion.<br>▪ Using software like Dragon frame or Mobile Apps for stop-motion animation. | | | | | | | | | |
| | 2.6 | Discuss the pros and cons of 2D Hand-Drawn Vs. Stop-Motion Animation. | | | | | | | | | |

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| | | Show Weight and Gravity by adjusting Squash and Stretch and | | | | | | | | | | |
| | 2.7 | Create a Short Flipbook Animation or a Simple Stop-Motion Sequence. | | | | | | | | | | |
| **LO 3**<br><br>**Storytelling & Concept Development** | 3.1 | Define Storytelling and the Important of Storytelling | | | | | | | | | | |
| | 3.2 | Explain the key Elements of Story:<br>• Character<br>• Conflict<br>• Resolution | | | | | | | | | | |
| | 3.3 | Demonstrate Character Development techniques:<br>• Character Backstory<br>• Visual Design<br>• Expression and Movement | | | | | | | | | | |
| | 3.4 | Discuss the different Story Structures using:<br>• The Three-Act Structure (Setup, Conflict, Resolution).<br>• The Hero's Journey (Classic Storytelling arc used in films like *The Lion King* and *Star Wars*).<br>• The Pixar Formula ("Once upon a time... Every day... Until one day..."). | | | | | | | | | | |
| | 3.5 | Create a Character Sheet with Personality Traits, Backstory, and Sketches. | | | | | | | | | | |
| | 3.6 | Explain the Basics of Scriptwriting for Animation:<br>• Writing in a Screenplay format (Scene Descriptions, Dialogue, and Actions.<br>• Dialogue Concise and Expressive for Animation.<br>• Beats and Pacing | | | | | | | | | | |
| | 3.7 | Demonstrate how to create a Storyboard:<br>• Start with rough sketches of key scenes.<br>• Use arrows to indicate movement.<br>• Write brief scene descriptions and dialogue. | | | | | | | | | | |
| | 3.8 | Explain how a Mood Board helps establish the artistic style of an Animation. | | | | | | | | | | |

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| | 3.9 | Demonstrate how to create a Mood Board and Animatic:<br>• Rough sketches of key scenes.<br>• Use arrows to indicate movement.<br>• Write brief scene descriptions and dialogue.<br>• A rough animated version of a storyboard<br>• Pacing and scene flow before full animation. | | | | | | | | | | |
| LO 4<br>Introduction to 2D Digital Animation Technique | 4.1 | Identify 2D Animation Software:<br>▪ Adobe Animate<br>▪ Adobe After Effect<br>▪ Toon Boom Harmony | | | | | | | | | | |
| | 4.2 | Identify Basic tools and features in both software above:<br>▪ Drawing tools (Brush, Pencil, Vector Shapes).<br>▪ Timeline and Frames (Frame-by-Frame vs. Tweening)<br>▪ Onion skinning for smooth animations. | | | | | | | | | | |
| | 4.3 | Explain the Following:<br>▪ Layering<br>▪ Backgrounds<br>▪ Compositing in 2D | | | | | | | | | | |
| | | Demonstrate how Layering works in 2D Animation:<br>• Foreground (Characters, Objects).<br>• Midground (Props, Interactive Elements)<br>• Background (Static Environment, Sky, Buildings). | | | | | | | | | | |

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| **Learners Signature:** | | **Date:** |
| **Assessors Signature:** | | **Date:** |
| **IQA Signature (if sampled)** | | **Date:** |
| **EQA Signature (if sampled)** | | **Date:** |

# National Skills Qualifications

## FOR

# CREATIVE MEDIA PRODUCTION

### LEVEL 1, 2 & 3

NATIONAL BOARD FOR TECHNICAL EDUCATION
NBTE

NBTE-IDEAS

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