

# Level 3 Media Studies

## Film Planning

**Achievement Standard 91494 (Version 2)**

**4 Credits**

*Produce a design for a media product that meets the requirements of a brief.*



NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

YEAR LEVEL: \_\_\_\_\_

Achievement	Achievement with Merit	Achievement with Excellence
Produce a design for a media product that meets the requirements of a brief.	Produce a convincing design for a media product that meets the requirements of a brief.	Produce a compelling design for a media product that meets the requirements of a brief.

### Information about this Task

#### How will you be assessed?

To understand how this task will be assessed, refer to:

- The Assessment Schedule at the back of this document.

#### Format(s):

- You will be assessed individually.
- Some of this work will be completed by hand, using A3 templates provided by your teacher.
- Other work should be word-processed (typed).
- Your work may be accompanied by sketches and diagrams as appropriate.
- Some of your work should show evidence of improvement by attaching sticky-notes that annotate your new ideas.

#### Timeframe

This task will take approximately 8 weeks to complete\*. The minimum expectation for this assessment is:

- 5 hours of time per week (in- and out-of-class).

*\*Note: this time does not include scriptwriting time (4 weeks) which will be completed as part of a different internal assessment, but will also be assessed as a part of this assessment.*

#### Outcome(s):

- A concept and treatment (using the specified A3 planning templates)
- A range of pre-production activities
- Three reflections (one at each stage of the planning process)

# Task 1: Concept

*This task should take approximately two weeks. It will involve some work in- and out-of-class. You may be working on other activities in class at the same time.*

Your teacher will provide you with a range of A3 planning templates to assist you with the completion of your concept.

## **Your concept should:**

- Be detailed and creative.
- Show evidence of reflection and/or refinement.

## Ongoing Evaluation and Refinement

At the end of your concept, your teacher will ask you to write a short reflection. Your focus for this activity should be identifying ideas and aspects of the plan that you have improved while completing the concept.

**Note:** Reflections should not focus on improvements to work ethic and minor changes to the planning.

## **Making Changes to your plan**

If at any point you make significant changes to your plan (in an effort to improve your end product) you should not destroy the evidence of the original planning work. Instead, simply cross out the old ideas, and add a sticky-note over the top that annotates how you have improved this idea and why.

## Target Audience Pitch

Once you have completed your concept, it is a good idea to pitch it to some people from your target audience and gather feedback. This can then be used to improve your film in the treatment stage. It is important to identify (in reflections and annotations) where you have made changes following target audience feedback. This will help to show “ongoing evaluation and refinement” throughout the planning process.

# Task 2: Treatment

*This task should take approximately four weeks. It will involve some work in- and out-of-class. You may be working on other activities in class at the same time.*

Again, your teacher will provide you with a range of A3 planning templates to assist you with the completion of your treatment.

## **Your treatment should:**

- Be thoughtful and detailed.
- Show evidence of reflection and/or refinement.

## Research

Before you can begin your treatment, and during the treatment phase you will need to gather information required for your film. It is likely that documentaries will require a more significant period of time is spent on this step. Some films may require little or no research if you already have/know everything you need. If you have any unanswered “questions” in the rest of your planning, this is the place to answer them.

Research should come from a variety of sources (primary wherever possible), and is likely to include interviews (especially for documentaries, in which case the interviews will be filmed for use in your product).

# Task 3: Script

*This task should take approximately four weeks. It will mostly take place in class, but you may be working on other activities, such as completing your concept and treatment, or beginning your pre-production activities in your out-of-class time.*

Your script counts towards a separate Internal Assessment (worth an additional three credits). Your teacher will provide you with a different resource to assist you with the completion of your script.

# Task 3: Pre-Production Activities

*This task should take approximately three weeks, and will involve time in-class and significant time out-o-class.*

The pre-production phase is the final stage of your film planning.

## Your pre-production activities should:

- Be detailed and creative.
- Identify how you have overcome or will overcome practicalities that you have identified throughout your planning process.

### Key

-  In Class
-  Out-of-Class

## A) Final Research

It may be the case that you still need to gather a little more information before you can complete the rest of your film planning. This will especially be the case for documentary projects. Complete any outstanding research (including interview filming and gathering of vox-pops)

## B) Production Lists

Your teacher will show you how to format your lists. These should all be word processed (typed) and printed.

### You should have a list for each of the following:

- Locations
- Sets
- Properties (props)
- Wardrobe (costumes)
- Characters
- Talent (actors)

## C) Gather Materials

Gather any necessary materials (including all props, costumes and set) that is required to make your film.

## D) Script Improvements

Your completed Script must be handed in along with your film planning. If you are making a narrative film, your script must not include any camera or technical directions. If you are making a documentary you will already have a shooting script.

You should have completed your script (Task 3) as part of another Internal Assessment. You may already have received a grade for this assessment, but you may make additional improvements to your script for this assessment prior to handing in a final copy with your planning.

If you are confused about your script, and what is required for these two assessments, check-in with your teacher.

## E) Location Scouting

You should already have identified all of the locations needed in your Production Lists. Go to each location (at the correct time of day) and take between 3 and 5 photos of the location (based on the shorts of shots you will take in the film). Print these photographs along with titles for each location, and annotations that note which parts of your film different shots will be used for.

**Note:** It would be advisable to do complete the Location Scouting and the Test Shooting at the same time - so you don't have to go back to each location again.

## F) Test Shooting

When test shooting it is important to go to each location at the correct time of day. You might choose to bring actors (or stand-in actors) with you to the locations if you would like to take test shots that include them. Take some test footage (video) at each location. The types of shots you take will depend on your film, but you are aiming to prove that the location, time of day, and shooting method will be suitable.

## G) Technical/Crew Rehearsals

If you have any special technical or crew requirements (e.g. someone made-up to look like a zombie), it is important that you test this to ensure it can be done to reach the desired effect. For each of these special requirements, have a practice go and record evidence that it was successful (either photos or video).

## H) Practicality Instructions

Identify the practicalities involved in producing your short film that have not already been addressed in the steps above. Practicalities are any specific requirements of your film, as well as things that could go wrong.

### **Practicalities may include (but are not limited to):**

- Health & Safety
- Weather
- Equipment
- Transport
- Cast and/or crew
- Required materials (costumes, props, set)
- Locations
- Costs
- Transport
- Time restrictions
- Technically demanding production elements (e.g. filming a stabbing scene)
- Things that are likely to or could easily go wrong

For each practicality write a set of instructions for how it will be addressed. If it is something that could go wrong, the set of instructions will be a Contingency Plan/Plan B.

## H) Shooting Script or Storyboard

You must hand in either a shooting script or a storyboard.

*Note: If you are completing a documentary film, your script will already be a shooting script, so you do not need to complete this step.*

### **Shooting Script Instructions**

Copy and paste your script into a new Celtx script called “shooting script”. Go through the script adding directions for the camera under the formatting option for “shot”. You may use shooting abbreviations. Your teacher will give you more information about what these shot lines might look like.

### **Storyboard Instructions**

Your teacher will give you a printed storyboard template. Break the script down into specific shots and draw these up in a storyboard. As well as camera shots, angles and movement, the storyboard should also include references to sound, music and dialogue. Images need only be stick figures and indicative of the shot, camera movement, framing and/or transitions needed.

## I) Milestone Dates

Your teacher will provide you with a blank schedule for the three weeks that you will work on your practical film production. Fill in this schedule, identifying filming, editing, check-in, improvement and back-up times.

### **Ensure that your timeline includes milestone dates for:**

- Filming Complete
- First Edit Complete
- Check-in with Mr Arthur

- Improvements (after check-in) complete
- Due date

## J) Permissions

Obtain signed agreement (Release Form) from all talent (including cast and interviewees) involved in production as well as property owners of locations and copyrighted material (including music).

Your teacher will give you a Release Form that you can copy as necessary.

**Note:** You do not need to hand in all of the release forms for your film at the planning stage. Only those that relate to any filming work or gathering of materials (i.e. music) that you have already obtained. The remainder will be handed in with your completed film.

# Brief

You are to create a short film that is appropriate to be shown at a St Peter's College Student Film Festival. Your film must be between 3-10 minutes in duration\*.

Your short film may be a:

- narrative film (that includes a layered narrative)
- documentary (researched)

The target audience is your Media Studies class (mainly 16- to 18-year-old students) as well as a range of others associated with the school community (including whanau and teachers).

The primary purpose of your short film is to entertain and engage the audience.

You may choose the genre of your film, but your design must include conventions of that genre.

The content/tone/mood of the film must be appropriate for the audience.

Your film must not show the consumption of alcohol or drugs, or use mature language or themes that would be considered inappropriate for the target audience.

Your film must not breach copyright laws.

Your film must be submitted on a USB, in a format appropriate to be played using 'Quick Time'.

## Conventions

You must use a range of conventions in your short film which are appropriate to your selected film type and genre. You should select conventions from the following categories to use appropriately in your short film:

- Cinematography (camera shots, angles, movements)
- Editing (rhythm, sound effects, transitions, etc.)
- Sound and music
- Lighting and colour
- Costume, props and setting

Your teacher will guide you when searching for appropriate conventions for your genre, but you must choose which of these conventions will be used in your film.

\* **Note about film length:** It is recommended that Level 3 films are at least five minutes in length, to allow you to demonstrate the level of skill required to achieve at each level (including merit and excellence). It is also worth noting that excellence films tend to be between 9 and 10 minutes long (although this is not a *requirement* of the task).

# Assessment Schedule

## Film Planning (AS 91494 V2)

### Submission Instructions

1. Ensure that you have completed all of the tasks in this resource, and that all work is presented in the correct format.
2. Submit all relevant work to your teacher on the due date.

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<i>IN ORDER TO ACHIEVE AT THE ABOVE LEVELS YOU MUST:</i>		
Meet the requirements of the brief.		
Complete a detailed, creative concept that includes reference to: <ul style="list-style-type: none"><li>• the target audience</li><li>• purpose (message and/or effect on audience)</li><li>• plot synopsis</li><li>• characters</li><li>• possible conventions</li><li>• practicalities</li></ul>		
Complete a considered treatment that explains how the concept is to be realised using media conventions (key to the genre and/or medium) and technology.		
Complete pre-production activities including: <ul style="list-style-type: none"><li>• production lists</li><li>• gathering of materials</li><li>• a script</li><li>• location scouting</li><li>• test shooting</li><li>• technical/crew rehearsals</li><li>• identification of practicalities (and providing strategies to overcome identified obstacles)</li><li>• a storyboard <u>or</u> shooting script</li><li>• milestone dates</li></ul>		
Produce planning that demonstrates design choices.	Produce planning that demonstrates <b>deliberate selection</b> of design choices <b>to engage an audience</b> .	Produce planning that demonstrate <b>effective selection and application</b> of design choices <b>to command and capture audience attention</b> .
Demonstrate evidence of reflection and/or refinement.		
Produce planning that enables the production of a media product and will to result in a film that appeals to and/or has some impact on the target audience, <b>whilst capturing and holding their attention</b> .	Produce planning that will to result in a film that <b>appeals to</b> and/or <b>has some impact on the target audience</b> .	

Your teacher will mark you work using the above assessment schedule.

Marked work will be returned to you along with a justification for the grade you received.