

# Level 3 Media Studies

## Film Production

Achievement Standard 91495 (Version 2)

6 Credits

*Produce a media product to meet the requirements of a brief.*



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

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

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

Achievement	Achievement with Merit	Achievement with Excellence
Produce a media product to meet the requirements of a brief.	Produce a convincing media product to meet the requirements of a brief.	Produce a compelling media product to meet 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.
- Your film may be recorded using a variety of devices, but should be of the highest standard that you can manage.
- You should edit your film using iMovie.
- Your film must be submitted on a USB in a format appropriate to be played by *Quick Time* (you should check this prior to submitting your work).
- Your release forms will be filled out by hand and submitted with your film.

#### Timeframe

This task will take approximately 3 to 4 weeks to complete. The minimum expectation for this assessment is:

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

#### Outcome(s):

- A completed short film.
- Release forms for all copyright material used in your production.
- A reflection.

# Task 1: Production

Complete your filming, recording of sounds, and gathering of any other materials required to complete your film.

Remember to give actors, and other people required to assist you with the production of your film, sufficient notice about when they will be needed. Good communication makes a big difference at this stage.

Your pre-production materials (completed as part of your planning) will assist you with this stage of production.

## Filming Tips

- **Complete shoots multiple times**, even if you think they were right the first time. This will ensure that you have enough material and can deal with any unexpected surprises.
- **Film B-Roll.** After each scene has been filmed, shoot a variety of shots that could be used to establish the setting, or to fill in, or cover up a shot which hasn't worked well. Shots of various character reactions relevant to the scene's narrative is a useful form of B roll.
- **Don't let your actors read from the script.** It might be the case that some of your actors have not learnt their lines. In this case, don't let them read from the script - as they'll sound terrible. Instead, read them the line and film them repeating it.
- **Actors must never look at the camera**, unless you are deliberately breaking the fourth wall to have an effect on the audience, or a convention of your genre is that a member of the cast must look at the camera (i.e. the presenter in a news report). If an actor looks into the camera when they're not meant to, take the shot again.
- **Don't rush.** Good things take time.
- **Thank your actors, and other people involved in your film.** Don't forget they're giving up lots of time to help you with your assessment. It's important to thank everyone. Sometimes a box of chocolates for the people that have given up the most time might help - especially if you're intending to ask them to help with your filming in future years!

# Task 2: Post-Production

Break your editing down into steps and work through them. Allow at least half of the allocated time for the assessment to edit your film. Often editing can take twice as long as filming.

## Editing Tips

1. You should edit your movie using iMovie. If you do not have iMovie, it is available on the Arts Department MacBooks.
2. Download and organise all footage from camera onto your computer.
3. Sort out which footage is needed and which isn't. Import good footage into editing software (don't delete any footage - just in case you realise do need it later).
4. Arrange footage into the timeline of your editing software, in the correct order.
5. Edit each scene, in chronological order. Play the scene back regularly so that you can see how your editing is going. Add music, effects, transitions, graphics, audio etc as you go.
6. Create the titles and credits.
7. Watch the film as a whole. Show some other people, including - but not only - your teacher. Get feedback.
8. Ensure your film meets the requirements of the brief.
9. Make final improvements.
10. Export your film (*this may take up to two hours depending on the specifics of your film, editing software, and computer*).

# Task 3: Other Materials

Before you can submit your film, you must ensure you have gathered all of the necessary permissions and have completed a final reflection.

## 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.

## Reflection

You may write your reflection in any way that you like.

### **Your reflection must:**

Identify any improvements you have made during the process of completing your film (i.e. what have you improved since you completed your planning).

### **Your reflection might:**

Explain why you think your film meets the requirements for Merit or Excellence (see the schedule on the last page of this document).

# 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 Production (AS 91495 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.		
Apply conventions of the chosen film genre consistently, in order to achieve control.	<b>Deliberately select and apply</b> key conventions of the chosen film genre <b>in order to engage the target audience.</b>	<b>Effectively select and apply</b> key conventions of the chosen film genre <b>in order to command and capture the target audience's attention.</b>
Produce film that has some appeal to the target audience.	Produce a film that <b>appeals to and/or has some impact</b> on the target audience.	Produce a film that <b>is effective, captures and holds the attention of the target audience</b> and appeals to and or has some impact on them.
Demonstrate control of production technology.	<b>Deliberately select and apply</b> production technology in order to engage the target audience.	<b>Effectively select and apply</b> production technology <b>in order to capture and command the target audience's attention.</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.