

Short Film: Making 'A Teen Short' Film

Your Assessment Task:

Create a 2-3-minute short film about a teenager's experience that incorporates technical and symbolic elements and techniques.

You can be creative, but your productions should have the following:

- Must be a short piece (2-3 minutes maximum in duration) that either complies with or manipulates codes and challenges conventions.
- Use stylistic techniques, camera techniques, music/sound, mise-en-scene.
- Must have a clear purpose, a story or underlying message and theme.
- Have strong evidence of pre-production planning and working collaboratively as a team such as brainstorming notes, storyboards, shortlist, equipment list, script and other relevant documentation.

Timeline:

This time allowed for this task is approximately:

- Lesson 1: 70-minute pre-production; storyboard
- Lesson 2: 80-minutes to shoot film
- Lesson 3 and 4: 80-minutes to edit and complete film

Be sure to:

- Document initial ideas in a brainstorm or mind-map.
- Identify a story or theme
- Identify teen characters, clearly identify how they are represented
- Identify and discuss technical and symbolic elements, genre codes and conventions.
- May offer an alternative view, voice or perspective
- Complete storyboard or treatment/script, carefully designing shots.
- Discuss and clarify your role(s) and responsibilities and those of all other group members.
- Familiarize yourself with production equipment and materials.
- Plan to consider time constraints and limitations.
- Consider your locations, actors, costuming and props.
- Commence and Complete editing and seek independent feedback from group.
- Save short film onto drive and webpage www.media-education-portal.com and label with title and names of production group members.

Reference: Inspired from 3A Product Sc Media

YEAR 10: Assessment

A TEEN SHORT FILM RUBRIC.

Criteria	Exemplary:	Accomplished:	Developing:	Foundational:
	4 PTS	3 PTS	2 PTS	1PTS
Planning documentation and storyboards	Precise planning well devised storyboard, detailed documentation, fully engaged use of class time.	Good planning, thoughtful storyboard, good detail documentation and mostly engaged use of class time.	Satisfactory planning, storyboard basic, documentation needs further development and sound use of class time.	Foundational planning, some storyboard and little evidence of documentation, some use of class time.
Character, Story, theme, or message	Teen characters are effectively developed, thoughts and feelings expressed. Specific details used to create character, story or theme extremely well.	Teen Characters are formed, thoughts, feelings and external dialogue. Theme, message or story developed well.	Teen Characters mainly one dimensional with basic detail. Unclear theme or message, unclear story.	Teen Characters lack depth and description. Unclear or no theme or message. Uses shots and sequence.
Technical and symbolic elements	Effective use of technical and symbolic elements: camera, editing, sound, music, mise-en-scene, costumes. A high level of creativity was implemented.	Mostly effective use of technical and symbolic elements: camera, editing, sound, music, mise-en-scene, costumes. A fair amount of creativity was implemented.	Some use of technical and symbolic elements: camera, editing, sound, music, mise-en-scene, costume. Content or some creativity was implemented.	Minimal use of technical and symbolic elements: camera, editing, sound, music, mise-en-scene, costume. Minimal amount of creativity was implemented.
Technical skills and editing	Sophisticated use of camera angles and movement, clear and precise direction, and polished acting, imaginative and clean edits with a clear and thorough understanding of teen genre conventions	Mostly effective camera angles and movement, agreeable direction, and good acting. Considered edits with a good demonstration of teen genre conventions.	Satisfactory camera angles, movement, direction and acting. Mostly clean edits with a sound demonstration of teen genre conventions.	Some problems with camera angles, movement, direction or acting. Some problematic or rough edits and only a general demonstration of teen genre conventions.
Shot composition	Shots are focused, interesting, varied and demonstrate a high level of understanding shot composition.	Shots are focussed, interesting and demonstrate a good understanding of shot composition.	Some shots are out of focus. Demonstrates a sound understanding of shot composition.	Many shots are out of focus. Demonstrates little understanding of shot composition.
Group Work Skills	Group Worked excellently with one another sharing appropriate tasks and making the production a fully collaborative effort.	Group worked well with one another organising appropriate tasks and making production a collaborative effort.	Group mostly worked well with one another managing appropriate tasks and making production a collaborative effort.	Group had some problems working with one another managing tasks and making the production a cooperative effort..
Process and contribution	Detailed and considered written response to the self-evaluation question sheet. Plays integral role during all pre, production post production activities.	Some detailed written responses to the self-evaluation question sheet. Plays an important role in pre, production and post production activities.	Satisfactory written response, needs development to expand on self-evaluation question sheet. Plays a role in pre, production and post production activities.	Limited detailed written responses to the self-evaluation question sheet. Plays some role or minimal role in pre, production and post activities.
TOTAL POINTS:				/28
Percentage:				

Note: Rubric inspired by material from placement at St Margaret's and Berwick School Media Arts Year 9 Music Video Rubric and Gungahlin College, Media Foundations Skills (www.bss.act.edu.au)

YEAR 10: Assessment QUIZ (week 4)

PLATFORM - ZAHOOT.

Set up live now:

<https://create.kahoot.it/share/teen-representation-in-films/3875b22a-da0b-4fef-b24c-bf2fcd64542a>

Type:	YEAR 10
Outcomes:	response (VCAMAR045)
Duration	20- 30 MINTUES
Weighting	20% of unit total

Teacher Observations – Assessment Feedback

Student.....

Group.....

Mark: /20

Checklist for self-management and group management skills and processes	
Checklist	Comments
Listening skills : <ul style="list-style-type: none">• Allows other group members to speak	
<ul style="list-style-type: none">• Contributes and gives feedback in a positive, constructive and non-personal manner	
<ul style="list-style-type: none">• Pays attention and gives respect to other group members	
Problem solving: <ul style="list-style-type: none">• Actively seeks the opinions of others	
<ul style="list-style-type: none">• Looks for ways of utilising the suggestions of others	
<ul style="list-style-type: none">• Stays on task and contributions directly link to the problem	

**Short Film:
Making 'A Teen Short' Film**

Type:	Production YEAR 10
Outcomes:	Outcome 1:Representations Outcome 2:Voice and response Media Arts in Practice (VCAMAM042)
Weighting	20% of unit total

Student Reflection Self -Evaluation

Name:

Group:

Mark /20

What I did well	What I learnt	What I will do differently in future to improve

