

Task 1 - Framing & Composition

Media Arts, Year 9, The Arts

Due Date: Term 1, Week 5

Weighting: 30%, (5 weeks, 9 lessons)

The act of choosing what to include in your frame and the way you compose the elements within your image is fundamental to telling effective stories in media studies. If you enjoy photography you might already be familiar with some of the concepts we will be covering in Task 1.

TASK DESCRIPTION:

In this task you are required to tell a simple story using a variety of shot sizes and compositional techniques. This task is to be completed with a still digital camera (or a mobile phone camera). You will be assessed on your ability to use a variety of shot sizes that create a sense of continuity and coherency when viewed in order (remember to use a variety of shot sizes). You will also be assessed on your ability to create a sense of depth and interest in your frame by employing the concepts that have been discussed (rule of thirds, use of foreground elements, leading lines, etc.)

You will then use these skills in framing and composition to analyse a scene from a professional production, and see how the filming codes and conventions create meaning.

CONTENT DESCRIPTORS:

- Introduction to key terminology and technologies related to selected context and focus (ACAMAM073)
- Codes and conventions for constructing meaning in the selected media type, genre and/or style studied (ACAMAM073)
- Media works that experiment with narrative conventions and codes in the context of the media type, genre and/or style studied (ACAMAM073)
- Construction of common stereotypes and how these are shortcuts to the meaning and values presented (ACAMAM074)
- Representation of ideas, issues or people in the media now, and/or in the past, and the values they represent or challenge (ACAMAM074)
- Media conventions, social and/or cultural beliefs and values that construct representations in media work (ACAMAR078)

HOW TO PREPARE FOR AND SUCCEED IN THIS TASK

Prior Learning: Most students will have used a digital camera/device before this year, but may not be familiar with photographic terminology or techniques. They will have completed some introductory photography exercises within this term in class. This would include teacher demonstrations of the digital camera, and students completing in class activities.

Process:

Part A - (Making)

Choose one narrative story from the list below:

You are permitted 10-15 still shots to tell your story and must complete your short story and detailed shot list before shooting your stills (see shot list template below). Your simple story must:

- (1) Introduce your character and setting,
- (2) have your character face some sort of problem,
- (3) resolve your story as your character overcomes (or is overcome by) the problem.

DUE: Term 1, Week 3

Part B - (Responding)

In this response task you will view and analyse the scene below (Hospital Intro for "The Ticket") and complete the following [worksheet](#).

DUE: Term 1, Week 5

Materials:

- Task Notice
- cameras
- student devices and storage
- Adobe Photoshop
- Responding questions worksheet
- Mac Lab computers

Story Example



Example Shot list

Shot #	Shot Description and type	Shot Angle/ Movement	Approx Duration
1	Exterior long shot (LS) of the house	Eye Level	NA
2	Interior Medium Long Shot (MLS) of a person sitting at a computer	Eye Level	NA
3	Close Up (CU) of the persons face as they scratch their chin with a thoughtful expression	Eye Level	NA
4	Extreme Close Up (ECU) of the persons hands as they begin typing	High Angle	NA
5	Big Close Up (BCU) of the search bar on the computer with the words 'What should I buy the person who has everything?'	Eye Level	NA
6	Close Up (CU) of the person sitting at the computer waiting impatiently	Eye Level	NA
7	Medium Shot (MS) of the computer screen that reads 'loading' over the person's shoulder	Eye Level	NA
8	Medium Shot (MS) of the frustrated person who is now looking off screen	Low Angle	NA
9	Big Close Up (BCU) of a clock on the wall	Low Angle	NA
10	Big Close Up (BCU) of the persons face looking back at the computer with a shocked and confused expression.	Eye Level	NA
11	Close Up (CU) of the computer screen which says 'nothing.....but you need a new computer!!'	Eye Level	NA
12	Medium Close Up (MCU) of the person laughing and shaking their head.	Eye Level	NA
13	Medium Long Shot (MLS) of person laughing and shaking their head in disbelief	Eye Level	NA
14	Exterior long shot (LS) of a house	Eye Level	NA

Online Links:

10 Top Photography Composition Rules

<http://www.photographymad.com/pages/view/10-top-photography-composition-rules>

20 Composition Techniques That Will Improve Your Photos

<https://petapixel.com/2016/09/14/20-composition-techniques-will-improve-photos/>

5 Easy Composition Guidelines

<http://www.nikonusa.com/en/learn-and-explore/article/h7dfrcch/5-easy-composition-guidelines.html>

9 Top Photography Composition Rules You Need To Know

<https://www.ephotozine.com/article/9-top-photography-composition-rules-you-need-to-know-17158>

7 Portrait Photography Composition Mistakes (YouTube)

<https://www.youtube.com/watch?v=-oXBdKChuX8>

TASK 1 (PART A): FRAMING AND COMPOSITION (MAKING) MARKING KEY

CRITERIA	Result
Media Languages: Use of Terminology	
Student creates a detailed shot list that identifies and explains each shot that needs to be acquired in order to complete the task to the highest standard possible.	5
Student creates a shot list that identifies and explains each shot that needs to be acquired in order to complete the task to a high standard.	4
Student creates a shot list that identifies and explains most shots that need to be acquired in order to complete the task to a satisfactory standard.	3
Student attempts to create a shot list that identifies some shots that need to be acquired.	2
Student makes a limited effort in organising a shot list.	1
Media Languages: Creation of Narrative	
An original and creative story idea is generated that addresses all elements of a simple narrative appropriate for the task.	5
A creative story idea is generated that addresses the core elements of a simple narrative that is appropriate for the task.	4
A story idea is generated that addresses most of the core elements of a simple narrative that is appropriate for the task.	3
A story idea is generated that addresses some of the core elements of a simple narrative.	2
A story idea is generated that addresses very few of the core elements of a simple narrative.	1
Media Languages: Codes and Conventions Demonstrated	
Student shows a very strong understanding of shot sizes and camera angles which is demonstrated clearly in their finished work. Student demonstrates a strong understanding of continuity with no jump cuts evident from shot to shot. Student appropriately incorporates the rule of thirds, use of foreground imagery and leading lines to their images in a professional manner.	9-10
Student shows a good understanding of shot sizes and camera angles which is demonstrated effectively in their finished work. Student demonstrates a good understanding of continuity with no jump cuts evident from shot to shot. Student appropriately incorporates the rule of thirds, use of foreground imagery and leading lines to their images in an effective manner.	7-8
Student shows a satisfactory understanding of shot sizes and camera angles which is demonstrated in their finished work. Student shows some understanding of continuity with minimal jump cuts evident from shot to shot. Student sometimes incorporates the rule of thirds, use of foreground imagery and leading lines to their images in an effective manner.	5-6
Student shows a limited understanding of shot sizes and camera angles which is demonstrated in their finished work. Student shows some limited understanding of continuity, with jump cuts being evident from shot to shot. Student rarely incorporates the rule of thirds, use of foreground imagery and leading lines to their images in an effective manner.	3-4
Student shows little understanding of shot sizes and camera angles. Student shows little understanding of continuity. Student does not incorporate the rule of thirds, foreground imagery and leading lines to their work.	1-2

Cont...

Skills and Processes: Problem Solving Skills	
Student works to a deadline very effectively, completing the task and it's associated components to a high standard within the set timeframe. They are able to solve problems independently.	5
Student works to a deadline, completing the task and it's associated components to a satisfactory standard within the set timeframe. They attempt to solve problems independently.	4
Student works to a deadline most of the time, completing most elements of the tasks within the set timeframe. They require assistance in solving task problems.	3
Students' commitment to finishing work on time is lacking and many elements of the task not submitted in set timeframe.	2
Little commitment demonstrated to submitting work on time.	1
Teacher comment:	TOTAL: / 25

TASK 1 (PART B): FRAMING AND COMPOSITION (RESPONDING) MARKING KEY

Media conventions, social and/or cultural beliefs and values that construct representations in media work ([ACAMAR078](#))

Shot 1				(5 marks)
Accurate identification of				
shot size,	0	1		
angle and	0	1		
camera movement	0	1		
Explanation of the atmosphere created by using these techniques:	0	1	2	
Shot 2				(5 marks)
Accurate identification of				
shot size,	0	1		
angle and	0	1		
camera movement	0	1		
Explanation of the atmosphere created by using these techniques:	0	1	2	
Shot 3				(5 marks)
Accurate identification of				
shot size,	0	1		
angle and	0	1		
camera movement	0	1		
Explanation of the atmosphere created by using these techniques:	0	1	2	
Shot 4				(5 marks)
Accurate identification of				
shot size,	0	1		
angle and	0	1		
camera movement	0	1		
Explanation of the atmosphere created by using these techniques:	0	1	2	
Shot 5				(5 marks)
Accurate identification of				
shot size,	0	1		
angle and	0	1		
camera movement	0	1		
Explanation of the atmosphere created by using these techniques:	0	1	2	
Shot 6				(5 marks)
Accurate identification of				
shot size,	0	1		
angle and	0	1		
camera movement	0	1		
Explanation of the atmosphere created by using these techniques:	0	1	2	
Teacher comment:			TOTAL:	/ 30