

TASK I – FRAMING & COMPOSITION



STUDENT NAME _____

Task Type:

Duration:

Weighting:

Production Task 1: 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 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.

Story Example

A person is sitting at home in front of a computer deep in thought. They do a web search typing 'what should I buy the person who has everything?' The person patiently waits for the results. It is taking a long time and they look at the clock on the wall obviously getting quite anxious. The page gets painfully close to loading and we see the persons face turn from frustration to confusion as the search results finally appear. It is a blank screen that simply says 'nothing.....but you need a new computer!!' The person laughs.



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

TASK 1 – FRAMING & COMPOSITION

PLANNING

5	<ul style="list-style-type: none">• An original and creative story idea is generated that addresses all elements of a simple narrative appropriate for the task.• 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.
4	<ul style="list-style-type: none">• A creative story idea is generated that addresses the core elements of a simple narrative that is appropriate for the task.• 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.
3	<ul style="list-style-type: none">• A story idea is generated that addresses most of the core elements of a simple narrative that is appropriate for the task.• 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.
2	<ul style="list-style-type: none">• A story idea is generated that addresses some of the core elements of a simple narrative.• Student attempts to create a shot list that identifies some shots that need to be acquired.
1	<ul style="list-style-type: none">• A story idea is generated that addresses very few of the core elements of a simple narrative.• Student makes a limited effort in organising a shot list.
/5	Score

SKILLS & TECHNIQUES DEMONSTRATED

9-10	<ul style="list-style-type: none">• 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.
7-8	<ul style="list-style-type: none">• 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.
5-6	<ul style="list-style-type: none">• 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.
3-4	<ul style="list-style-type: none">• 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.
1-2	<ul style="list-style-type: none">• 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.
/10	Score

ROLE AND PUNCTUALITY

5	Student works to a deadline very effectively, completing the task and it's associated components to a high standard within the set timeframe.
4	Student works to a deadline, completing the task and it's associated components to a satisfactory standard within the set timeframe.
3	Student works to a deadline most of the time, completing most elements of the tasks within the set timeframe.
2	Students' commitment to finishing work on time is lacking and many elements of the task not submitted in set timeframe.
1	Little commitment demonstrated to submitting work on time.
/5	Score
/20	Total score for Major Production
	TASK WEIGHTING:

TEACHER COMMENT