

TASK 2 – CAMERA MOVEMENT

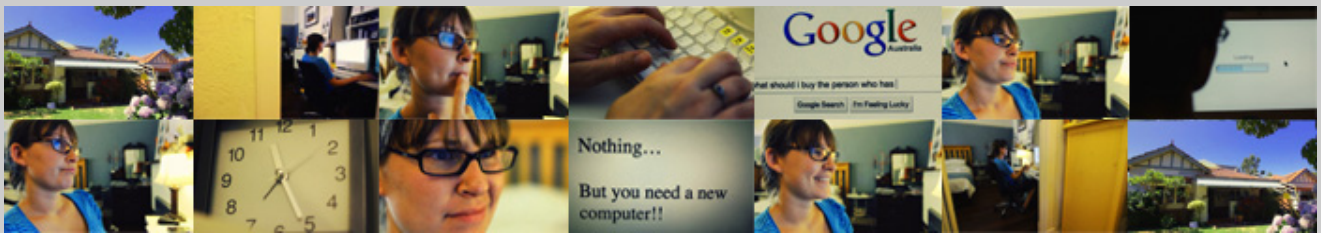


STUDENT NAME _____

Task Type:
Duration:
Weighting:

Production Task 2: In this task you are required to create a video version of your recently completed digital stills short story (from task 1). You are to re-create the story using the same framing and compositional concepts applied earlier - but this time you must add relevant camera movement. It is therefore required that you re-write your shot list adding the additional information of camera movement and shot duration. All of the tripod camera movements (i.e. static, tilt, pan) must be incorporated into your short scene as appropriate. Also if your school has access to tracking or steadicam equipment this is a good chance for you to practice some more advanced camera moves.

You will be assessed on all of the knowledge you have learned so far regarding framing, composition, camera angles and varied camera movement. Your finished piece will be approximately 1 minute long so be sure to plan your shot durations accordingly.



See next page for an example of what information is required in your shot list:

Example of Video Shot List

Shot #	Shot Description and type	Shot Angle/ Movement	Approx Duration seconds
1	Fade in: Exterior long shot (LS) of a house	Tilt from sky down to reveal the house (Eye Level)	7
2	Medium Long Shot (MLS) of a person sitting at a computer (use door frame as foreground element)	Tracking shot down the hallway revealing the person on the computer (Eye Level)	5
3	Close Up (CU) of the persons face as they scratch their chin with a thoughtful expression	Static tripod shot (Eye Level)	4
4	Extreme Close Up (ECU) of the persons hands as they begin typing	Static tripod shot (High Angle)	3
5	Big Close Up (BCU) of the search bar on the computer with the words 'What should I buy the person who has everything?'	Static tripod shot (Eye Level)	6
6	Medium Close Up (MCU) of the person sitting at the computer waiting impatiently	Static tripod shot (Eye Level)	2
7	Close Up (CU) over the persons shoulder to the computer screen that reads 'loading'	Static tripod shot (Eye Level)	4
8	Medium Close Up (MCU) of frustrated hands tapping on the desk, tilt to the frustrated persons face who then looks off screen to clock on wall.	Tilt and pan up from hands to face (High Angle to Eye Level)	4
9	Big Close Up (BCU) of a clock on the wall	Static tripod shot (Low Angle)	3
10	Big Close Up (BCU) of the persons face looking back at the computer with a shocked and confused expression.	Static tripod shot (Eye Level)	3
11	Long Shot (LS) to Big Close Up tracking shot (BCU) of the computer screen which says 'nothing - but you need a new computer'	Fast tracking POV shot directly toward screen (Eye Level)	3
12	Medium Close Up (MCU) of the person laughing and shaking their head in disbelief	Eye Level	2

TASK 3 – CAMERA MOVEMENT

PLANNING

5	<ul style="list-style-type: none">• Student demonstrates a high degree of expertise in translating original ideas into a moving video format.• 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">• Student demonstrates a good understanding of how to translate their original ideas into a moving video format.• 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">• Student shows a satisfactory understanding of how to translate their original ideas into a moving video format.• 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">• Student shows a limited understanding of how to translate their original ideas into a moving video format.• Student attempts to create a shot list that identifies some shots that need to be acquired.
1	<ul style="list-style-type: none">• Student shows a limited effort in translating their original ideas into a moving video format.• 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 composition and framing which is demonstrated clearly in their shots.• Student demonstrates a strong understanding of taught concepts such as appropriate handheld technique & shooting 'head and tail' footage.• Student demonstrates an appropriate range of camera moves that are executed in a professional manner.
7-8	<ul style="list-style-type: none">• Student shows a strong understanding of composition and framing which is demonstrated in their shots.• Student demonstrates a good understanding of taught concepts such as appropriate handheld technique & shooting 'head and tail' footage.• Student demonstrates an appropriate range of camera moves that are usually executed well.
5-6	<ul style="list-style-type: none">• Student shows a satisfactory understanding of composition and framing which is demonstrated in their shots.• Student demonstrates a satisfactory understanding of taught concepts such as appropriate handheld technique & shooting 'head and tail' footage.• Student sometimes demonstrates an appropriate range of camera moves that are performed satisfactorily.
3-4	<ul style="list-style-type: none">• Student shows a limited understanding of composition and framing.• Student demonstrates a limited understanding of taught concepts such as appropriate handheld technique & shooting 'head and tail' footage.• Student sometimes demonstrates a limited range of camera moves that are performed poorly.
1-2	<ul style="list-style-type: none">• Student shows little understanding of composition and framing.• Student demonstrates little understanding of taught concepts such as appropriate handheld technique & shooting 'head and tail' footage.• Student does not demonstrate a range of camera moves.
/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