



9 Industrial Technology - Multimedia

Task 4: Short Film Project

Due Date: 28 Jun 2024

Distributed: 6 Jun 2024

Weighting: 30%

Task Type: Folio and Product

Syllabus Outcome/s: IND5-3, IND5-4, IND5-5, IND5-8

Unit: Video Production

Task Description

Your brief is to design and create a short film with the signature item of a “pineapple”. You need to export the film into an appropriate format and upload the film to the Google Classroom page. At least ONE of the skills used in Blender, Adobe Premiere Pro and Adobe After Effects must be new (that is, skills that you have not learnt in class).

PART A - Folio

This is the foundation stage for brainstorming of ideas, time and finance plan, research and data gathering, storyboarding, design and mapping.

- Statement of Intent – Identifying what is being made and why
- Development of Ideas - brainstorming processes behind these decisions (a mind map) and evaluation of why you selected the topic(s) of your digital works
- Time plan - estimated and actual time plan with an **evaluation**.
- Finance plan
- Script - a script with five questions that will be asked of the actor or producer of the short film
- Research – identify four different camera angles and movements that could be used in your short film. This should include a brief description and image of the camera angle and an example of where and why you may use this in your short film.
- **Record of Production** - a detailed record of work done showing times and dates (log book) which is to include screenshots of the development of your short film.
- **Final Evaluation** - a comprehensively completed showing authentic reflective processes with a clear conclusion noting degree to which your project was successful

Your literacy skills will also be assessed as part of your folio (see rubric for more details).

PART B - Group Production

A finished group short film should meet the following requirements:

- All group members edit the same footage and make their own film.
- Title of the short film
- Production name animation using Blender
- Uses appropriate language and footage
- Uses appropriate design elements
- Includes appropriate images, videos and text
- Shows evidence of video editing
- Interview with 3 point lighting setup
- Correctly acknowledges data selected from other sources
- Final short film has been exported into an appropriate format

Glossary of Key Words

These verbs will provide an understanding of the detail needed to successfully answer the questions. Some of the verbs typically associated with these questions include:

- **Discuss:** Identify issues and provide points for and/or against
- **Evaluate:** Make a judgement based on criteria; determine the value of
- **Justify:** Support an argument or conclusion
- **Summarise:** Express, concisely, the relevant details

Details of Submission

PART A - Folio

Students need to update their folio from task 3 to include an updated time plan, the record of production and final evaluation with their teacher prior to the due date.

PART B - Production

This involves the authoring and creation of the short film using various data types and software applications (Adobe Audition, Adobe Premiere Pro, Adobe After Effects and Blender). The film should be exported as .mp4 and uploaded to Google Classroom.

Teacher Feedback and Student Self-Reflection

The task will be returned to students within **14 days** of the due date. Information on how to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.

Upon return of the task and teacher feedback, students will also be expected to complete the following self-reflection form, to provide them with the opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks - <https://forms.gle/s3HD9ueLodeUs2km6>

How does this link to my learning?

This task will allow students to demonstrate their understanding of theoretical concepts, providing students with the opportunity to showcase their knowledge, understanding and skills in

- Demonstrates knowledge and skills in competent use of a variety of software as part of their design projects
- Explaining the functionality and impact of a range of multimedia products

Assessment Procedures

Students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning menu for each year group.

Marking Criteria

PART A - Folio

Component: Folio	20 – 17	16 – 13	12 – 9	8 – 5	4 - 1
Statement of Intent	Clarifies the intent of the project by explaining clearly what is to be made and why	Clarifies the intent of the project by explaining what is to be made and why	Describes what the intent of the project is and why	Provides an outline of what is to be made	Identifies what is to be made
Development of Ideas	Demonstrates very high level skills in idea generation, script and evaluation	Demonstrates substantial skills in idea generation, script and evaluation	Demonstrates moderate skills in idea generation, script and evaluation	Demonstrates basic skills in limited areas of idea generation, script and evaluation	Sketching, script and idea generation are elementary or not present
Finance and Time Plan	Develops and applies comprehensive time plans and finance plan	Develops and applies appropriate time plans and finance plan	Proposes a time plan and/or finance plan	Time plan is without sufficient detail and/or finance plan	Time plan or finance plan is either inappropriate or not evident
Research	Conducts and explains a wide range of relevant research of appropriate tutorials, processes and resources	Conducts and describes a range of relevant research of appropriate tutorials, processes and resources	Conducts and outlines research of some appropriate tutorials, processes and resources	Minimal reference to research conducted	Appropriate research not evident or limited
Record of Production	Clearly describes the management of the product, including images and evaluation	Describes the management of the product, including a images and evaluation	Outlines the management of the product, including images and some evaluation	Outlines the management of the product, including limited images and evaluation	Provides an elementary or incomplete record of the production of the project
Final Evaluation	Provides critical evaluation of the project linking back to the statement of intent	Provides evaluation of the project linking back to the statement of intent	Provides ongoing documentation of the project including some reference to the statement of intent	Provides minimal ongoing documentation of the project including a basic reference to the statement of intent	Provides little or no ongoing documentation of the project with no reference to the statement of intent
ICT skills and Techniques	Demonstrates a wide range of presentation skills and techniques	Demonstrates a range of presentation skills and techniques	Demonstrates some presentation skills and techniques	Demonstrates limited presentation skills and techniques	Little evidence of presentation skills and techniques
				TOTAL	/ 20

Component: Production	40 – 33	32 – 25	24 – 17	16 – 9	8 - 1
Quality	Demonstrates very high quality in all aspects of the major project	Demonstrates high quality in most aspects of the major project	Demonstrates substantial quality in most aspects of the major project	Demonstrates basic quality in most aspects of the major project	Demonstrates poor quality in all aspects of the major project
Range of skills	Evidence of high quality in the application of a wide range of skills and techniques in the development of the project	Evidence of high quality in the application of skills and techniques in the development of the project	Evidence of high but inconsistent quality in the application of skills and techniques in the development of the project	Evidence of basic quality on the application of skills and techniques in the development of the project	Little or no evidence of quality in the application of skills and techniques in the development of the project
Degree of difficulty	A highly demanding project	A project of substantial difficulty	A project of moderate difficulty	A project of minimal difficulty	Project of limited difficulty
Links between planning and production	Completed project relates closely to what was intended.	Completed project relates somewhat to what was intended.	Completed project relates loosely to what was intended.	Minimal link between planning and production	Links between planning and production are inappropriate or not evident
				TOTAL	/ 40

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	1	2	3	4
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation
Total:					/5

OVERALL TOTAL	/ 65
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