

Task 2: Short Film Project

Due Date: 3 Jun 2025 Week 6B Term 2

Distributed: 6 May 2025	Weighting: 30%
Task Type: Folio and Product	Unit: Video Production

Syllabus Outcome/s:

- **IND5-3:** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- **IND5-4:** selects, justifies and uses a range of relevant and associated materials for specific applications.
- **IND5-5:** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- **IND5-8:** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

Task Description

Your brief is to design and create a short film with the signature item of a “coffee cup”. You need to export the film into an appropriate format and upload the film to the Moodle 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

For the folio component, we are building upon task 1. You need to submit the second stage of your folio. Your folio should show the following (updated/new sections in bold) -

- **Time plan** - updated actual time plan with an **evaluation**.
- **Finance plan** - updated actual finance plan with an **evaluation**
- **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, footage, and includes no references to violence, racial or political statements
- Uses appropriate design elements
- Includes appropriate images, videos and text
- Shows evidence of video editing
- Interview with 3 point lighting setup
- Correctly acknowledges materials used 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 1 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 Moodle.

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

Component: Updated Folio	20 – 17	16 – 13	12 – 9	8 – 5	4 - 1
Finance and Time Plan	Develops, applies and evaluates comprehensive and appropriate timeline and finance plans	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
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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