UNIT 2 OUTCOME 2: NARRATIVES IN PRODUCTION

Key knowledge
• media production processes and their relationship to specific media forms
• construction of narratives using the media production process
• the roles and responsibilities required in different stages of the media production process
• technical skills used in the operation of media technologies
• ethical, legal and community constraints in the production and distribution of media products
• media language appropriate to the design, production and evaluation of media products.
Key skill
• design and produce narratives using the stages of the media production process
• undertake roles and responsibilities within the media production process
• apply technical skills in the operation of media technologies
• develop and produce narratives within ethical, legal and community constraints
• use media language appropriate to the design, construction, production and evaluation of media productions.

TASK 1:

As an introduction to this Area of Study you are all required to progressively add to a digital FOLIO and design and print the first few pages with the following information and imagery:

TITLE: Inspiration

- Source FILMS with a powerful narrative & annotate.
- Source TV SERIES which contain a powerful narrative & annotate.
- Source SONGS or PODCASTS which contain and propel a powerful narrative & annotate.
- Source PHOTOS which contain and propel a powerful narrative & annotate.
- Source PRINT examples which contain and propel a powerful narrative & annotate.

Your annotation should include: (write on behalf of the audience NOT YOU)

- The code and conventions employed by the creator to propel the narrative to the audience.
- Where and How the media product was produced and distributed.
- The impact had on the intended audience.
- Any prior understandings or expectations that audiences may or may not have had.

EXPLORING IDEAS

Once you have completed your Inspiration (Task 1 above), you can now move onto Exploring Ideas. You are still in the Development stage of creating your Media Product so it is completely ok if you are still unsure what your product form will be and what narrative it will contain.

Exploring Ideas can look and feel how you like. The point is to explore and advance on existing ideas that already exist. You may have got a few ideas from your Inspiration section and want to further expand and explore concepts, codes or conventions from those media products.

For example: Exploring…..

- Colour – The psychology of colour and how it is employed to engage and tell a story.
- Font – The psychology of font and how it is employed to engage and tell a story.
- Titles & Credits – How these are created and what impact they have on setting a feeling or resolving a product.
- Location & Setting – Cinematography – What this does and how effective it is.
- Paper Stock – How different they are and what they mean to the end user.
- Score – Foley – Sound Effects – How sound is employed to engage and tell a story.
- Camera Techniques – Who and how these are employed to engage and tell a story.
- Lighting Techniques – Who and how lighting is effective to engage and tell a story.

These are only a few ideas….you may have more. Make sure you include images and source your ideas.

AUDIENCE BREAKDOWN

Your audience breakdown should be one A3 page of writing and include the following breakdowns:

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Demographics:

Gender, Age, Income, Family.

Geographics:

Where you live, How you live, Where you holiday, Where you hang out, Where you buy things – online/in-store, where they don't go?

Psychographics:

Their likes, Dislikes, Hobbies, thoughts on things, social media use, Who you hang out with, Buying trends, are they confident, social, leader, follower, trend setter, social currency is important or not, self worth, body image identification, do they fit in or not, how they see themselves compared to others, where they fit within the social setting, any stereotypes attached to their representation?

TASK 2:

In small groups, you will work together to produce a narrative in the form of a short film following the Media Production Process, documenting your process in a Media Production Journal.

- ❏ To form groups we will...Choose a theme/narrative to focus on, for example Racism, Bullying, etc Formulate a synopsis and pitch to your class.
- ❏ Vote and split into groups
- ❏ Decide on roles for each team member

Group 1: Winning Synopsis Idea : _____
- Camera Operator: _____
- Director: _____
- Assistant Director: _____
- Editor: _____

Group 2: Winning Synopsis Idea : _____
- Camera Operator: _____
- Director: _____
- Assistant Director: _____
- Editor: _____

Pre-Production: Analysis of Short Films
Once each member of your production group understands their role and responsibilities, you are required to watch and re-watch numerous short film examples similar to what you proposed idea is. Each member of the production group is required to analyse and take key notes regarding film techniques, camera angles, camera movements and editing styles.

You need to watch at LEAST 3
http://www.youtube.com/user/getyaheadright
Here's some great examples:
- Stop Motion: http://www.youtube.com/watch?v=IvvtOTF2DaA&feature=c4-overview&list=UU2fF0SvvqQrKXHfygjUO0nw
- Bullying: http://www.youtube.com/watch?v=wmAVpXuT6D0&list=UU2fF0SvvqQrKXHfygjUO0nw
- Too Sunny Too Cold: http://tropfest.com/au/2011/12/11/too-sunny-too-cold/
- Documentary Style: http://vimeo.com/68526816

Pre-Production: Screenplay
The Director and AD need to complete the trailer scripts within one week. You need to follow the strict rules of scriptwriting.
A screenplay is the shooting script that is used by actors during rehearsal and on the set. Screenplays are written in a particular format to make them easily readable.
When writing a screenplay, you need to follow some fundamental rules to ensure it's easy to read:
- · traditionally screenplays are written using the font Courier
- · use at least size twelve
- · begin every scene with a slugline
- · write character names, important props and sound effects in capital letters.

You can choose to use Celtx software to create your screenplay.

Pre-Production: Storyboard

VERY USEFUL RESOURCE: http://lessonbucket.com/filmmaking/storyboards/

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The Director and AD must complete the script in the first week, get this approved by the teacher and then create the storyboard – all within two weeks. You must include the following information in your storyboard: simple and clear illustration of the intended shot, duration, shot type/camera angle/camera movement, and sound (ie. Music, narration, dialogue, sound effects).
SHOT DETAILS: Description of action. Shot type. Eg. LS (long shot) or CU (close up). Camera angle.
AUDIO: Short information of dialogue. Sound FX: Phone rings. Music.
SHOT NO: ____
(As you watch the clip from lesson bucket on storyboarding make notes)

Pre-Production: Production Exercise

While the Director and AD are completing all of the pre-production planning for your film trailers, the Camera Operator and the Editor are required to plan, shot and edit a short film (30 seconds). Just a storyboard is all you need for the planning.

The purpose of this short, simple narrative film is to give the production "crew" an opportunity to trail and practice particular film techniques and/or genre conventions that the Director and AD need refined for the film.

THE TASK… NOTE: this will vary from group to group

For example:

Group 1: *This group must re-create a documentary style interview that has a number of techniques used. Find one that doesn't just film the person talking, but also cuts to shots of the person being interviewed, close ups or re-creating the story they are telling. You must re-shot shot for shot of a 30 sec take.*

Group 2: *This group must re-create a scene from a famous movie. Find one that relates to the style of the film you are creating as a group. You must re-shot shot for shot of a 30 sec take.*

THIS MUST BE COMPLETED IN TWO WEEKS

Checklist for production Exercise:

o **Have you chosen a scene that relates to the style of movie you will be creating?**

o **Have you completed a storyboard shot for shot of the original?**

o **Have you organised actors, setting and if possible some basic costumes?**

o **Have you borrowed the equipment and filmed the footage?**

o **Have you saved the footage in TWO locations?**

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- o **Have you edited the footage in Premiere?**

- o **Have you added similar sound effects and/or music to the original?**

- o **Have you added similar or the same transitions?**

- o **Have you exported your film?**

- ❏ Document your <u>individual</u> Media Production Process in your Media Production Journal

Media Production Journal Template:

The stages in the media production process are:

Development:
the ideas, intention, narrative and audience that are the foundation of the production are
explored. In this stage other media products are investigated to analyse media codes and conventions, genre, style
and the location, context and time when the production was produced. Equipment, materials and technologies
are investigated in a range of media forms in relation to the audience and intention. Experiments using materials,
equipment and technologies are conducted to develop understanding of and skill in their use.

Pre-production:
the production is planned considering the specified audience, intention, narrative and context.
The construction of the narrative of the product is planned, including how it will engage, be consumed and read by
the specified audience. Media codes and conventions, genre and style, are considered in the construction of the
narrative. Documentation and the planning of the production are carried out in visual and written form using tools
such as production notes and storyboards. Equipment, technologies and materials to be used in the production are
documented. The way the product will be distributed to the audience and the context in which it will be distributed
and consumed is also planned.

Production:
the planned production design is captured and recorded. Annotations may be added to the
production design plan in relation to media codes and conventions and any changes to the production design.
Production may be a collaborative process involving a number of people with specific roles or it may be an individual
process. Reflection and evaluation of the production can occur through written documentation, oral feedback and/
or visual feedback.

Post-production:
the production is refined and resolved considering the intention, audience and the construction
of narrative. Media codes and conventions are used to resolve ideas and to consider the engagement, consumption
and reception of the specified audience. Specific equipment and technologies are used in editing. Feedback is
sought and the creator and participant will reflect upon the product and its relationship to the specified audience
and intent.

Distribution:
the product is delivered to the specified audience in a planned context and location. At this
point the creator and/or participants will seek feedback for future productions based on audience response and
personal reflection.

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Assessment:

KEY:
Plain text = direct from U3 Rubrics
Yellow text = additional information to help you make sense of the requirements of the task

Criteria	(0)	Very Low (1)	Low (2)	Medium (3)	High (4)	Very High (5)
TASK 1: NARRATIVE FOLIO Criterion 1, 2, 3 **(This relates to U3O2 SAT criterion 1. Research, documentation and evaluation of relevant aspects of a media form to inform the design of a media production.) 2. Experimentation and/or investigation and documentation of the use of relevant media equipment, technologies and processes in a selected media form to inform the design of a media production. and 3. Documentation of the specified intention, audience and narrative relevant to a proposed product in a selected media form.**						
DEVELOPMENT: Inspiration & annotation		Incomplete or missing.	Limited documentation and annotation of all 5 media forms. May have completed less than the required 5 or may have been completed with basic annotations.	Adequate documentation and annotation of all 5 media forms.	Detailed and organised documentation and annotation of all 5 media forms. Good indication of how this will apply to own work.	Highly detailed and organised documentation and annotation of all 5 media forms. Student has given a detailed indication of how this will apply to own work.
DEVELOPMENT: Exploring Ideas		Documentation identifies the use of equipment, media technologies and processes. Limited or no annotations.	Documentation discusses the use of equipment, media technologies and processes for <2 from the list. Basic annotations	Documentation describes the use of equipment, media technologies and processes for 2-3 from the list with annotations exploring narrative	Documentation analyses the use of equipment, media technologies and processes. for 3 from the list Good annotations for how these linkto narrative	Documentation evaluates the use of equipment, media technologies and processes.for4+ from the list Detailed Annotations indication of how demonstrate aspects of narrative and will apply to own work
DEVELOPMENT: Audience Breakdown		Identifies audience only, more information is required about the audience.	Outlines audience generally; further description required.	Describes audience Student has linked this to narrative satisfactorily	Describes audience with specific examples. ie demographics, geographics, psychographics Student has linked this to narrative	Describes and articulates audience with specific examples. with informed information about potential demographics, geographics, psychographics. Student has linked this to narrative authentically throughout discussion.
SPECIFIC TO ROLES Criterion 6, 7, 9 **(FILM)**						
Editing – (ONLY Director and Editor)		The film is disjointed; editing may be unfinished or inappropriate. The poor editing detracts from audience engagement.	Some errors with editing may interfere with audience engagement but, overall, the editing is effective and appropriate.	Appropriate use of editing to express a narrative.	The film is edited in a way that expresses the narrative with clarity and engages the audience.	The film is seamlessly Edited with a sophistication that expresses the narrative with clarity and engages the audience.
Production Exercise (ONLY Camera		The student did not perform effectively in their production role. The final product	Further development is needed for either Premiere Pro or use of the	Most members performed their production role. The final product displayed skill in	Both members of the group worked together to produce their production exercise.	.All members of the production group performed their production role and also assisted outside their role. The final product

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Operator and Editor)		displayed very limited skills and use of camera equipment, shots sizes and editing skills	camera equipment or documenting the process.	the use of some tools and techniques.	They are able to use the programs and equipment needed.	displayed proficient skill in the use of a wide range of tools and techniques.
Promotional Material (ONLY Camera Operator and Editor)		They only completed one or both are low in quality and needed further refinement.	The students completed two promotional material ads, but more work could have been done.	The students worked together to produce two promotional materials that are relevant to their film and have considered audience. The finished piece shows an understanding of the Adobe programs.	The student worked well together to produce two promotional materials that are very relevant to their film and have considered audience. The finished piece shows a good understanding of the Adobe programs.	The students went beyond what expected and produced more or a very high quality promotional material. They have a deep understanding or audience and how to convey their idea.
Production Role -Director -Editor -Camera Operator -AD		The student has completed the minimum work for their role and often let their team down.	The student has completed most of their required role. There is room for improvement in this area.	This student has fulfilled all required steps within the role and occasionally stepped out of their role to assist other members of their group.	This student has fulfilled all required steps to a high quality within their role and regularly stepped out of their role to assist other members of their group.	This student has fulfilled all required steps to a very high quality within their role and consistently stepped out of their role to assist other members of their group.

THE FILM
Criterion 6, 7, 9

Production-Cinematography Criterion 6, 7, 9,		Inappropriate use of shot size, such as frequent long shots. Shots are poorly lit. Little attention has been paid to aesthetically pleasing composition. Camera movement is generally poor. The inexpert use of these elements detracts from the effectiveness	Generally appropriate use of shot size, camera movement, lighting, framing and mise-en-scene. There may be some instances where these elements are used clumsily.	Appropriate use of shot size, camera movement, lighting, framing and mise-en-scene.	Good use of shot size, camera movement, lighting, framing and mise-en- scene.	Highly appropriate use of shot size, camera movement, lighting, framing and mise-en-scene.
Production-Acting Criterion 6, 7, 9,		Acting detracts from the effectiveness and enjoyment of the film.	Acting may detract from the effectiveness and enjoyment of the film.	Acting contributes to the narrative in a meaningful way.	Acting is engaging, showing some subtlety and realism	Acting is highly engaging, showing subtlety and realism.
Post-production: Music and Sound Criterion 6, 7, 9,		Inappropriate use of music and sound effects interferes with audience engagement. Dialogue is very difficult to hear.	The use of sound effects and music may interfere with audience engagement. Dialogue may be poorly recorded.	Sound effects and music have been used appropriately. Dialogue is generally audible.	Sound effects and music have been used in an engaging and appropriate manner. Dialogue is audible.	Sound effects and music have been used in a highly engaging and appropriate manner. Dialogue is clearly audible.
Theme/Narrative -Racism -Bullying -Nature -other		The group needed to focus more time into their theme.	The group has a link to the themes, however the message is unclear.	The group has successfully created a film by students for students on one of the themes of bullying, racism or nature. Their film leaves the viewer	The group has very successfully created a film by students for students on one of the themes of bullying, racism or nature. Their film leaves the viewer with a clear message.	The group has very successfully created a film by students for students on one of the themes of bullying, racism or nature. Their film leaves the viewer with a clear message and is likely to create action.

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				with a clear message.		
Criterion 6, 7, 9,						

PRODUCTION JOURNAL						
Development: Pitch/Synopsis Criterion 3		Your pitch lacks significant detail and your idea isn't as thoroughly developed as it could be.	Your pitch lacks detail and your idea isn't as thoroughly developed as it could be.	A pitch that gives a clear sense of what you want to film and how you are going to achieve it.	A detailed pitch which addresses all aspects of the proposed production.	A highly detailed pitch which addresses all aspects of the proposed production.
Pre-Production Planning Criterion 4		Pre-production documents are incomplete or missing.	Incomplete pre-production planning documents which might include treatment, screenplay, storyboards and shotlist.	Adequate pre-production planning documents which might include treatment, screenplay, storyboards and shotlist.	Detailed and organised pre-production planning documents including treatment, screenplay, storyboards and shotlist.	Highly detailed and organised pre-production planning documents including treatment, screenplay, storyboards and shotlist.
Pre-production/Production/Post-production: Journal Entries Criterion 8, 10		Brief or incomplete journal entries which show a limited understanding of the stages and roles in the film production process.	Journal entries which show a very basic understanding of the stages and roles in the film production process.	Journal entries which show an understanding of the stages and roles in the film production process.	Detailed journal entries which show a good understanding of the stages and roles in the film production process.	Detailed journal entries which show a sophisticated understanding of the stages and roles in the film production process.
Organisation Criterion 5 & 6		The product reveals very limited understanding of the management and organisation of the production process.	The product reveals a general understanding of the management and organisation of the production process at some stages of the production process. Basic management and/or organisation skills demonstrated.	The product reveals a sound understanding of the management and organisation of the production process at different stages of the production process. Adequate management and organisation skills demonstrated.	The product reveals an effective understanding of the management and organisation of the production process at most stages of the production process. Competent management and organisation skills demonstrated.	The product reveals an extensive understanding of the management and organisation of the production process at all stages of the production process. Highly skilful and accomplished management and organisation skills demonstrated.
Involvement Criterion 5 & 6		Your journal entries reveal a very limited contribution to the film production.	Your journal entries reveal a limited contribution to the film production.	You have worked collaboratively on a film production exercise.	Your journal reflects motivation and involvement in a collaborative film production.	Your journal reflects a high degree of motivation and involvement in a collaborative film production.

_____/_____   _____%   GRADE: _____

DUE DATE: _____

DATE HANDED IN: _____

NAME: _____

_____

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TEACHER COMMENTS:

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