

AUDIO VIDEO DESIGN LEARNING TARGETS				
STANDARD 1: THE FILMMAKING DESIGN PROCESS				
1.1	I thoroughly apply all steps of the Filmmaking Design Process to meet all parameters of a project. ☐	I thoroughly apply all steps of the Filmmaking Design Process to meet all parameters of a project. ☐	I apply all steps of the Filmmaking Design Process to meet essential parameters of a project. ☐	I apply some steps of the Filmmaking Design Process to meet some parameters of a project. ☐
	Criteria For Mastery • Development - This step is not evaluated. It is given to you in the project worksheet. It includes definition of the project and list parameters. ☐ Pre-Production - The student thoroughly completes required Pre-Production steps for the project which may include any combination of the following: brainstorm, script, storyboard, shot list, shooting locations, actors, costumes, set design, props • Production - Production will be evaluated in the Production Skills Standard • Post Production - Post Production will be evaluated in the Post Production Skills Standard ☐ Distribution - The student exported the movie in the correct format and submitted it through the dropbox.			Comments:
STANDARD 2: PRODUCTION SKILLS				
2.1	I use all video production techniques to capture only high quality video footage. I use advanced cinematography techniques (outside the scope of the curriculum) to produce professional quality footage. ☐	I use all video production techniques to capture only high quality video footage. ☐	I use the essential video production techniques to capture some high quality shots and some mediocre quality shots. ☐	I use some video production techniques to capture video footage. ☐
	Criteria For Mastery ☐ Camera Stability - a tripod (or other stabilization technique) is used for all shots (unless there is a valid reason to break this rule - ex. a Point of View Shot). The Camera's stabilization function is turned on. ☐ Camera Movements - All camera moves are smooth and subtle ☐ Focus - Subject is in focus in all shots. ☐ Lighting - All scenes are well lit and figures could be seen when the director intended them to be seen. Lighting was consistent in each shot of a scene.			Comments:
2.2	I use all audio production techniques to record only high quality audio. ☐	I use all audio production techniques to record mostly high quality audio. <i>(Some leeway given to elements that are outside of student's control)</i> ☐	I use the essential audio production techniques to record some high quality audio. ☐	I use some audio production techniques to record audio. ☐
	Criteria For Mastery ☐ Distracting background noise is eliminated or limited. ☐ Student monitors the audio quality while recording. ☐ The correct mic type is used for the filming/recording session (built-in, handheld, lavalier, or shotgun). ☐ A boom is used when necessary to move the microphone closer to the actor(s). ☐ Pop filters and windscreens are used when necessary. ☐ Room tone is captured for use in editing later.			Comments:
2.3	I select and execute all composition and framing techniques/rules necessary to clearly communicate a message or tell a captivating story through video. I use these techniques to create interesting shots that enhance the meaning/message of the video. ☐	I select and execute all composition and framing techniques/rules necessary to clearly communicate a message or tell a captivating story through video. ☐	I select and execute the essential composition and framing techniques/rules to communicate a message or tell a story through video. ☐	I attempt to compose and frame shots to communicate a message or tell a story through video. ☐
	Criteria For Mastery ☐ The director successfully used camera angles (eye-level, high angle, low angle, bird's eye, worm's eye, point of view, and slanted) and movement (pan, tilt, dolly, dolly zoom, truck, zoom and pedestal) to creatively communicate information on character and story to the audience. ☐ The director successfully used lighting to communicate the tone of the film or the mood of a scene. ☐ Distracting elements and people were eliminated from the background of the shot. ☐ The director selected and used different shot types (EWS, WS, MS, CU, ECU, and OSS) to frame the main action or focus of the shot. ☐ Proper rules/techniques were used to frame the shots (adhering to the rule of thirds, giving proper looking room, headroom, and leading room, not cutting people at their joints, and foreground, middleground, and background)			Comments:
STANDARD 3: POST PRODUCTION SKILLS				
3.1	I demonstrate complex editing skills to select, edit, and sequence video segments from raw video footage to communicate a message or tell a story through video in an innovative and professional manner. ☐	I demonstrate all essential editing skills to select, edit, and sequence video segments from raw video footage to communicate a message or tell a story through video. ☐	I demonstrate some of the essential editing skills to select, edit, and sequences video segments from raw video footage to communicate a message or tell a story through video. ☐	I demonstrate some editing skills to select edit and sequence video segments from raw video footage. ☐
	Criteria For Mastery ☐ The student only used footage necessary for the story/message. ☐ The student successfully used editing cuts for appropriate timing/pacing of clips. ☐ The student uses transitions effectively. ☐ The student uses titles appropriately with proper formatting. ☐ Final running time meets the specifications of the project. ☐ The student uses video effects appropriately.			Comments:
3.2	I use all the audio post production techniques and skills necessary to prepare a high quality mix of natural sound/dialogue, music, narration, and sound effects/foley for a production. ☐	I use the essential audio post production techniques and skills to prepare an acceptable quality mix of natural sound/dialogue, music, narration, and sound effects/foley for a production. ☐	I use some of the audio post production techniques and skills to prepare a mediocre quality mix of natural sound/dialogue, music, narration, and sound effects/foley for a production. ☐	I attempt to use the audio post production techniques and skills to prepare a mix of natural sound/dialogue, music, narration, and sound effects/foley for a production. ☐
	Criteria For Mastery ☐ The chosen background music is appropriate for the tone of the video/shot. ☐ Videos are edited to the beat of the background music. ☐ Audio elements are transitioned in and out smoothly. ☐ The volume of audio elements enhance the story and are consistent. ☐ Empty spaces are replaced with room tone. ☐ Cuts are made at the zero crossing. ☐ Audio elements are in sync with the video. ☐ Natural sound/dialogue (recorded from the shoot) is cleaned up. ☐ The audio uses a combination of sound types (natural sound/dialogue, music, narration, and sound effects/foley) to add dimension to the production.			Comments:
3.3	I use advanced graphics, animations, and special effects to enhance a message or story in a video and to communicate information that can't be communicated through audio and video alone. ☐	I use graphics, animations, and special effects to enhance a message or story in a video and to communicate information that can't be communicated through audio and video alone. ☐	I use graphics, animations, and special effects to communicate information that can't be communicated through audio and video alone. ☐	I use graphics, animations, and special effects in a video. ☐
	Criteria For Mastery ☐ The student uses animations that are appropriate for the tone of the film or the mood of a scene. ☐ The student uses effects that are appropriate for the tone of the film or the mood of a scene. ☐ The student uses graphics that are appropriate for the tone of the film or the mood of a scene. ☐ The student uses effects in a realistic manner. ☐ The student uses animations in a realistic manner. ☐ The student uses graphics in a realistic manner.			Comments:
STANDARD 4: PROFESSIONAL PRACTICES				
4.1	I critique video productions on the skills and techniques of professional video production to provide valuable feedback and offer several concrete suggestions for improvement. ☐	I critique video productions on the skills and techniques of effective video production to provide valuable feedback and offer concrete suggestions for improvement. ☐	I critique video productions on the skills and techniques of effective video production to provide some feedback and suggestions for improvement. ☐	I attempt to critique video productions to provide feedback and suggestions for improvement. ☐
	Criteria For Mastery ☐ The student provides meaningful feedback to others or self. ☐ The student offers concrete suggestions for improvements to others or self.			Comments:
4.2	I work effectively with others as a member of a production team, and I lead the team in the fulfillment of its obligations and goals. ☐	I work effectively with others as a member of a production team, and I make significant contributions to the team's obligations and goals. ☐	I work moderately effectively with others as a member of a production team and I contribute to some of the team's obligations and goals. ☐	I attempt to work effectively with others as a member of the production team and contribute to a few of the team's obligations and goals. ☐
	Criteria For Mastery ☐ The student's teammates evaluated him/her as a teammate who makes significant contributions to the goals and obligations of the team. ☐ The teacher observed the student working effectively with the other members of their team.			Comments:
4.3	I apply several project management skills to complete mastery level work prior to the deadline, allowing time to test, evaluate, and refine my work. ☐	I apply several project management skills to complete course assignments by the given deadlines. ☐	I apply some project management skills to complete course assignments. ☐	I apply few project management skills to complete portions of course assignments. ☐
	Criteria For Mastery ☐ The student submits the project by the given deadline. ☐ The project is complete.			Comments: