

Final Exam - Project: Create a Short Film

This is a solo project. You will be making a film

Pick an option

Option 1 - **Animated Short** film by hand, computer, or stop motion

Option 2 - **Live Action** short – with actors – any genre is acceptable

Directions

Your movie need to be 5-10 mins. In length. You can use your smart phone to film! Upload to a private YouTube channel and email the link to brad.brady@hcps.net – make sure I can open it. This is your exam grade and they will view these in class together. No excessive violence, no profanity or inappropriate content! Rated PG only.

****MUST INCLUDE REQUIRED SHOTS/ANGLES****

SHOTS - Long shot, establishing shot, Close-up, Medium shot, Full shot, Extreme Closeup, Tracking shot.

ANGLES - Bird's Eye View, Low angle, High angle, Mise en Scene. (Everything in the scene)

Animated Software: Toon Boom, Photoshop, Premiere Pro

Stop motion – think of children's small toys like Star Wars figurines, Legos, craft materials, puppets or use Claymation.

***Live actors:* Use friends, relatives, volunteers, etc.**

Step 1: Figure out What Story You Want to Tell and how

First you need a story. A good story. You can make a Mash-Up of known stories such as fractured fairy tales or something influenced by a favorite film like re-make "JAWS" as a love triangle. Your story may be dramatic or humorous. **All must be rated G or PG.** You may use any genres – silent, film noir, western, sci-fi, historical, bio, true crime, horror, fantasy, comedy, romance, action, documentary, etc. Think of the directors and styles they used and incorporate them into your project.

Rubric and Deadlines

March 10 – Script due

May 15 – Final Film due

Step 2: Create the Characters

A good place to start is designing your characters. IMAGINE! Think of real persons, known TV/Film characters, sequels or imagined. If you have trouble, think SNL, you can do a take-off of Law and Order or The Khardashians, Blackish, etc. Stop animation is fun with children's action toys- like Marvel or Star Wars characters.

Step 3: Create Your Storyboard

A storyboard does not need to be super realistic, but I do recommend that you draw all the key poses. It will make things a lot easier to plan down the road. Storyboarding is drawings of important shots. This saves time and money on filming day.

Step 4: Create the Animatics – (For animation if that is your choice!)

At this step, you're at the fun part of making **animatics**.

What are animatics? They are a simple mock-up of how the film will roughly look. In our case, it could just be a video of our felt panels in sequence to give you an idea of how the story flows.

You can start timing how the elements work together as they move. There's a lot of digital programs that can help with animation ideas.

Step 6: Sound

Sound is tricky. If you are shooting outside be aware of **ambient noise**: cars, planes, waves, wind, horns, sirens, things you can't control. If your actors aren't mic'd they may be hard to hear outside. I always suggest new filmmakers shoot indoors.

Step 12: Sound/voice actors/voice overs.

Decide what you wish to create for sound. Do you want just music, voice over actors or a narrator? You may make wish to overlay dialogue like in a comic. Choose what you feel best reflects your intention for the story.

STEP 13: Music/Score

Set the mood and tone for your film with music! This can also help string scenes together and fill in edits.

SHARE YOUR WORK IN CLASS!!!! The short must be at least 5-10 minutes long. If you aren't at school the day of the exam your film can be emailed to me see above. HAVE FUN!!! There is no written portion this is your final exam!

Final Exam Film Rubric

	5	4	3	2	1
	30-27 = A	26-24 = B	23-21 = C	20-18 = D	17-0 = F
OPENING TITLE SEQUENCE	The opening titles were excellent. They completely added to the strength of the film and the story. Throughout , superior technical skills were present.	The opening titles were well done. They somewhat added to the strength of the film and the story. At times , superior technical skills were present.	There were opening titles that were readable and clean. The title of the film was present. No flaws.	The titles were somewhat difficult to read. They were somewhat inconsistent. Their use was below average.	The titles were very difficult to read. They were very inconsistent . Very flawed . They were well below average.
CAMERA	Camera work is exceptional and applies. It also continually enhances the story; shows an artistic view; and advanced techniques are present.	Camera work is sound. At times it enhances the story; shows an artistic view and/or advanced techniques are present	Camera work is solid. There are no flaws in the composition, the flaws in the composition, the lighting or focus. At times, it may be artistic.	Camera work is flawed at times . Poor composition, lighting and/or focus. No artistic merit	Camera work is mostly flawed, more of poor composition, lighting and/or focus. No artistic merit
SOUND	Sound is exceptional and applies. Use of sound also continually enhances the story; shows an artistic view; AND advanced techniques are present continually in the film.	All qualities of <u>Score 5</u> are present AND at times the sound enhances the story; shows an artistic view; and/or advanced techniques are present	On-set recording quality is clear with no flaws. Levels are consistent throughout. Sound editing techniques are flawless.	On set recording is flawed at times . Poor audio quality, clarity, inconsistent levels and/or poor sound editing are present at times.	On set recording is mostly flawed. Poor audio quality, clarity, inconsistent levels and/or poor sound editing are present most times .
EDITING	Editing is exceptional. Editing also continually enhances the story; shows an artistic view and advanced techniques are present continually in the film	All qualities of <u>Score 5</u> are present AND at times the editing enhances the story; shows an artistic view and/or advanced techniques are present.	Editing is solid. There are no flaws in the overall editing in regards to timing, jump cuts, etc...movie is paced well.	At times , the editing is flawed in regards to timing, jump cuts, etc...Movie is at times not paced well. Poor editing detracts from the storytelling.	Mostly , the editing is flawed in regards to timing, jump cuts, etc...Movie is mostly not paced well. Poor editing detracts from the storytelling.

Final Exam Film Rubric

	5	4	3	2	1
MUSIC	All qualities are present AND continually throughout the film the music enhances the story; shows an artistic view; AND the filmmaker used enhanced music editing techniques.	All qualities of <u>Score 5</u> are present AND at times the music enhances the story; shows an artistic view; and/or the filmmaker used enhanced music editing techniques in the film.	Use of music is solid. There are no flaws in the overall editing of the music. It flows well in and out. It does not necessarily enhance the story, but it does not distract.	At times , the use of music is flawed. It has errors during its in and out. The levels are poor. It distracts from the story at times.	Mostly , the use of music is flawed. It has continuous errors during its in and out. The levels are poor. It distracts from the story on multiple occasions.
USE OF GENRE	All qualities of are present AND throughout , the genre was artistically and creatively utilized to enhance the story. Camera work, editing and/or performances help to "sell" the genre to the audience.	All qualities of <u>Score 5</u> are present AND at times the genre was artistically and creatively utilized to enhance the story. Camera work, editing and/or performances help to "sell" the genre.	The portrayal of genre is solid. There is no doubt that the intent of the filmmaker was to make the film in that genre. Overall, the entire film worked with that genre.	The portrayal of genre is flawed at times. There is some doubt that the intent of the filmmaker was to make the film in that genre.	The portrayal of genre is mostly flawed. There is much doubt that the intent of the filmmaker was to make the film in that genre, but it is slightly evident at times

Scriptwriting Rubric

SCORE →	1	2	3	4	POINTS
Conventions	The final draft has many grammar, capitalization, spelling, and punctuation errors.	There more then a few grammar, capitalization, spelling, or punctuation errors in the final draft.	There are few grammar, capitalization, spelling, or punctuation errors in the final draft.	There are no grammar, capitalization, spelling, or punctuation errors in the final draft.	
Organization and Clarity	Ideas and scenes seem to be randomly arranged.	The plot is a little hard to follow. The transitions are sometimes not clear.	The plot is well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	
Direction and Format	There are no stage directions or camera shots/movements detailed. Little to no consideration of script format.	Stage directions and camera shots/movements are present, but more could have been used. Frequent mistakes in script format.	Stage directions and camera shots/movements are appropriate. Proper script format has been utilized, demonstrating a good general understanding.	Thorough thought and understanding are demonstrated regarding stage directions, camera shots/movement and script format.	
Story and Creativity	No 3-Act Story. Little or no imagination/creativity in storyline.	Basic 3-Act Story exists. The story contains a few creative details and/or descriptions, but they distract from the story.	Solid 3-Act Story that contains creative details and/or descriptions to enhance the story.	Solid 3-Act Story that contains many creative details and/or descriptions to enhance the story.	
Characters	It is hard to tell who the main characters are. There is only 1 main character.	The main characters are named. Dialogue and stage directions have limited expansion of character development.	The main characters (2-4) are named and described. Dialogue and stage directions somewhat expand character development.	The main characters (2-4) are named and clearly described. Dialogue and stage directions expand character development.	
Dialogue	Hard to follow what character is speaking. Minimal effort is put into conversations.	It is usually clear which character is speaking. Dialogue is choppy and not well developed.	It is clear which character is speaking. Dialogue is acceptable, but could be more varied in structure.	It is always clear which character is speaking. Dialogue is well developed and varied.	
Comments:				(+1 point for your name!)	
				TOTAL SCORE:	/25