60 Seconds Video

97359

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|  | OBJECTIVE: Create a 1-minute video of your choice. Choose one of the 3 following prompts: My choice to be school appropriate, what I would like to share with the class, what I am passionate about. Video can be light, but should be taken seriously. See attached rules for more guidelines. |  |  | Comments |
| **Plot** | Video does not flow, makes little sense and/or the music is distracting. Purpose is not established. Unclear message.  **1** | Over half of the video flows, makes sense, some distractions, purpose is established.  2 | The video flows and makes sense. No distractions. Purpose is clear and appropriate. Clear message. Accurate information.  **3** |  |
| **Music/Audio** | Song is not appropriate. Audio levels are too high or low.  **1** | Song is mostly appropriate. Good audio levels. Transitions are smooth.  **2** | Song is appropriate. Good transitions. Near perfect audio levels.  **3** |  |
| **Camera Shots** | The video displays  little thought into shot composition  and/or sound design and editing. Lacks direction, no focus, etc.  **1** | The video mostly uses shot composition and editing choices  well. Lacks a few key areas that could easily be improved. (sloppy camera position, shaky zoom ins, shots out of focus, bad cuts, etc.)  **2** | The video effectively uses good camera shots and angles with appropriate editing to successfully  Communicate the purpose to the target audience. (No shaky zoom ins)  **3** |  |
| **Editing** | Editing is sloppy and distracts from the flow of the content. Too many transitions. Jump cuts. Clips are not trimmed. Music is not edited to fit scenes. Audio levels are too high or too low.  **1** | Most of the video is edited effectively. Some clips do not flow. Few jump cuts. Most music is edited to fit the film. Audio levels don’t exceed -6db on most of the video.  **2** | Video is edited in an effective and proper manner so that the video is easy to understand from shot to shot. Music, sound, transitions, and effects are purposeful and effective. They enhance content **not** distract. No jump cuts. Clips are trimmed  **3** |  |
| **Creativity/**  **Originality** | Video is a rehash of other people's ideas and/or dialog and shows very little attempt at original thought. The video shows very little effort and creativity during the presentation; lack of focus during preparation and filming.  **1** | Video shows an attempt at originality and inventiveness in part of the presentation. The video shows some effort and creativity during the presentation; lack focus during preparation and filming.  **2** | Video shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. The video shows high levels of effort and creativity during preparation and filming.  **3** |  |
| **Text (grammar, spelling, punctuation)** | Multiple grammar, spelling or punctuation mistakes. Hard to find final video. Not in correct folder.  **1** | Few grammar, spelling or punctuation mistakes. Saved in your folder, but not sub folder of Personal Narrative  **2** | No grammar, spelling or punctuation mistakes.  Saved in the correct folder.  **3** |  |
| **Effort/time management** | Did not use class time well. Did not put effort into the video making process. Was absent more than 3 times during filming. Rush a bad video at the end.  **1** | Used class time well some of the time. Contributed a few ideas to the group. Absent twice during production. Exported the video with obvious mistakes.  **2** | Used class time well. Active member of the group. Present for all days of production. Proofed the video before it was exported. Tried.  **3** |  |
|  |  |  | **Score** | **/21** |

Comments: