*Silent Film*

**Objective**: Create a video with no spoken dialogue. Use acting, music, titles and original video to tell a short story.

# Procedure:

* Storyboard ideas with your group. Keep in mind the 3 unique items discussed in class.
* Create a shot list in the planning stage.
* Decide on a genre (thriller, comedy, romance, etc.)
* Find a song to pair with your film. Music and sound effects will play a big part in this film.
* Film your own original videos. Use an abundance of angles and a tripod.
* Film must tell a story. Including a beginning, middle and end.
* Use various editing features to enhance the look and feel of your film. Color correction, slow motion, etc.
* Use title slides to aid your story.

# Guidelines:

* Video is between 3:00- and 4:00 minutes.
* Must include 3 unique items for each class period.
* No speaking
* Music must be instrumental.
* Must be coherent and tell a story.
* Include intro and exit slide.
* A maximum of 10 title slides.
* Use multiple camera angles.
* No unintentional shaky footage.
* Audio levels should be at -6 or lower.
* Title slides throughout are optional.
* Color correction and other effects are optional, but encouraged.
* Must be school appropriate.
* Video is exported in HD 1080p 29.97
* Video is copied to the Silent Film folder on time.

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| --- | --- | --- | --- | --- |
|  |  |  |  | Comments |
| **Plot** | Video does not flow, makes little sense and/or the music is distracting.  Purpose is not  established. | 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 |  |
|  | **1** |  | **3** |
| **Music/Audio** | Song is not appropriate. Audio levels are too high or low. | Song is mostly appropriate. Good audio levels.  Transitions are smooth. | Song is appropriate. Good transitions.  Near perfect audio levels. |  |
|  | **1** | **2** | **3** |
| **Camera Shots** | The video displays little thought into shot composition  and/or sound design | The video mostly uses shot composition and  editing choices | The video effectively uses good camera shots and angles with appropriate editing of a commercial to successfully  Communicate the purpose to the target audience. (No shaky zoom ins)  **3** |  |
|  | and editing. Lacks | well. Lacks a few |
|  | direction, no focus, etc. | key areas that could easily be improved. (sloppy camera position, shaky zoom ins, shots out of focus, bad cuts, etc.) |
|  | **1** | **2** |
| **Time** | Video is under  2:00 minutes or  over 5:00 minutes  **1** |  | Video is between  2:00-4:00 minutes  **3** |  |
| **Editing** | Editing is sloppy and distracts from | Most of the video is edited effectively. | Video is edited in an effective and proper |  |
|  | the flow of the | Some clips do not | manner so that the |
|  | commercial. Too | flow. Few jump | video is easy to |
|  | many transitions. | cuts. Most music is | understand from |
|  | Jump cuts. Clips are | edited to fit the film. | shot to shot. Music, |
|  | not trimmed. Music | Audio levels don’t | sound, transitions, |
|  | is not edited to fit | exceed -6 on most | and effects are |
|  | scenes. Audio levels | of the video. | purposeful and |
|  | are too high or too |  | effective. They |
|  | low. |  | enhance content **not** |
|  |  |  | distract. No jump |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | 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. | 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. | 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. |  |
|  | **1** | **2** | **3** |
| **Text (grammar, spelling, punctuation)** | Multiple grammar, spelling or punctuation mistakes. Hard to find final video. Not in correct folder. | 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. |  |
|  | **1** | **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. Was an active member of the group. Was present for all days of production.  Proofed the video before it was exported. Tried.  **3** |  |
|  |  |  | **Score** | **/24** |

Comments: