



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## MYP Year 3 Arts Assessment Task Sheet

TOPIC: **Silent Film**

### TASK REQUIREMENTS:

**For this project you will create a short film that incorporates:**

1. Key Elements of Mime,
2. An understanding of Story Structure, and
3. Basic Film Shots, Angles, and/or Camera Moves.

### Other Considerations:

1. You may NOT have any verbal dialogue
2. You may have background noise (Mr. Bean style) if you wish or no sound at all.
3. You may use music or placards or both to help tell the story.
4. Your film should have at least 18 different shots
5. Your film should be at least 4 minutes in length.
6. Please limit your film to under 15 minutes.

### Responsibilities:

*You will be a member of a four person film crew. Each person will take on one of the following roles in addition to the role of actor. Your Personal Engagement score will be based on your performance in this capacity. Regardless of these other responsibilities it is important that you work well with your group and that each of you contribute equally to the development of the project as writers, story board visual artists, and actors:*

**Director:** You have over all responsibility for the project and leadership during filming. You frame the shots. You keep your group focussed and on schedule. You must turn in the shooting schedule on time.

**Screenplay Writer:** You are responsible for the smooth flow of the story and the continuity of the storyboard, which you are responsible for turning in on time.

**Grip:** You are the chief camera operator. It is your responsibility to ensure that all shots called for on the storyboard are filmed and that all film clips are saved in raw form by the deadline. You may designate others to film the scenes in which you are acting.

**Producer:** You are responsible for scouting all filming locations, casting extras and, with the director, editing the film together into finished form. You are responsible for submitting the finished film on time.

### Process:

#### Story Board

As a group brainstorm a story line using the story structure your learned in class. Then create a story board incorporating the camera angles, shots, and moves you learned in class. Each member of the group is responsible for 6 panes (1 sheet) which the Screenplay writer will stitch together as a final story board.

#### Shooting Schedule

Create a shooting schedule as a group. By this time you must know your story, your casting, and your shooting locations. The Director must turn in the shooting schedule before filming may begin.

#### Filming

Film using a "Flip Cam" checked out from the secondary library, your Mac, or another device of your choice. The order that you film in is determined by your shooting schedule. The grip must store all clips on their computer and another back-up location and must be able to show all clips to the teacher by the filming deadline.

#### Finished Film

Edit your raw footage on your Mac using iMovie. The Story Board Final Draft & Finished Film must be turned in by this due date.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Silent Film Art Assessment Rubric

Criterion & Benchmarks	Descriptors	Task Specific Clarifications
<p>Application (Max 10)</p> <ul style="list-style-type: none"> <li>• Planning and organizing effectively to define and set goals, negotiate and make decisions</li> <li>• Experimenting through both spontaneous and structured activities</li> <li>• Choosing appropriate forms for the expression of ideas, thoughts and feelings in a creative manner</li> <li>• Demonstrating a range of techniques and skills</li> <li>• Finding original and inventive solutions</li> <li>• Developing and elaborating ideas, themes to a point of realization</li> <li>• Presenting work through formal or informal exhibitions and performances</li> </ul>	<p>0: The student does not reach a standard described by any of the descriptors given below.</p>	
	<p>1-2: There is <b>very limited</b> expression and communication of artistic intentions in the student's work, which may not have reached a point of realization. Skills and techniques are attempted at a <b>very limited</b> level of proficiency. The student attempts to apply the artistic processes.</p>	<p>3-4: The student is <b>unable</b> to tell a story with a beginning, middle, and end. The student <b>does not evidence</b> a storyboard or shooting schedule. <b>Four</b> or more of the Key Elements of Mime are missing. The student demonstrates a <b>very limited</b> attempt to apply Basic Film Shots, Angles, and/or Camera Moves but is unable to demonstrate more than one of them.</p>
	<p>3-4: There is <b>limited</b> expression and communication of artistic intentions in the student's work, which has reached a point or partial point of realization. Skills and techniques are attempted at a <b>limited</b> level of proficiency. The student attempts to apply the artistic processes.</p>	<p>3-4: The student is <b>partially</b> able to tell a story with a beginning, middle, and end. <b>Three</b> or more of its structural elements are deficient. The student's storyboard and shooting schedule are evidence of <b>limited</b> expression and communication of artistic intentions. Key Elements of Mime are applied at a <b>limited</b> level of proficiency, indicating difficulty with <b>three</b> or more of the elements. The student <b>attempts</b> to apply Basic Film Shots, Angles, and/or Camera Moves, but is unable to clearly demonstrate them.</p>
	<p>5-6: The student is able to <b>adequately</b> express and communicate an idea, a theme or a personal interpretation to a point of realization. Skills and techniques are attempted at a <b>satisfactory</b> level of proficiency. The student shows a <b>satisfactory</b> ability to apply the artistic processes involved in creating art.</p>	<p>5-6: The student is able to tell a story with a beginning, middle, and end, although <b>two</b> or more of its structural elements may be deficient. The student's storyboard and shooting schedule are evidence of <b>adequate</b> expression and communication of artistic intentions although it may be incomplete. Key Elements of Mime are applied at a <b>good</b> level of proficiency, although the student project may indicate difficulty with <b>two</b> or more of the elements. The student shows an <b>satisfactory</b> ability to apply Basic Film Shots, Angles, and/or Camera Moves, although the project may not have met the requirement of 18 different shots or shown at least three different examples of the above.</p>
	<p>7-8: The student is able to <b>elaborate</b> an idea, a theme or a personal interpretation to a point of realization. There is <b>satisfactory</b> expression and communication of artistic intentions. Skills and techniques are applied at a <b>good</b> level of proficiency. The student shows a <b>good</b> ability to apply the artistic processes involved in creating art.</p>	<p>7-8: The student is able to tell a story with a beginning, middle, and end, although <b>one</b> or more of its structural elements may be deficient. The student's storyboard and shooting schedule are evidence of <b>satisfactory</b> expression and communication of artistic intentions although it may be difficult to follow. Key Elements of Mime are applied at a <b>good</b> level of proficiency, although the student project may indicate difficulty with <b>one</b> or more of the elements. The student shows an <b>good</b> ability to apply Basic Film Shots, Angles, and/or Camera Moves, although the shots, angles, or moves may not be seamlessly integrated into the story.</p>
	<p>9-10: The student is able to <b>effectively</b> express and communicate an idea, a theme or a personal interpretation to a point of realization. There is evidence of <b>good</b> expression and communication of artistic intentions. Skills and techniques are applied at an <b>excellent</b> level of proficiency. The student shows an <b>excellent</b> ability to apply the artistic processes involved in creating art.</p>	<p>9-10: The student is able to <b>effectively</b> tell a story with a beginning, middle, and end. The addition of background noise, music or placards helped to tell the story more effectively.</p> <p>The student's storyboard and shooting schedule are evidence of <b>good</b> expression and communication of artistic intentions .</p> <p>Key Elements of Mime are applied at an <b>excellent</b> level of proficiency.</p> <p>The student shows an <b>excellent</b> ability to apply Basic Film Shots, Angles, and/or Camera Moves</p>