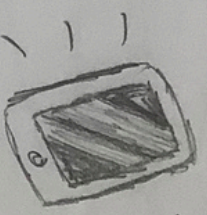
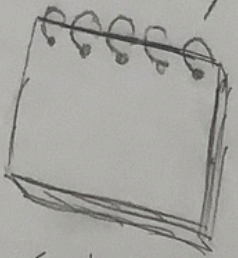


PROPS!



Phone!

Sketch book.



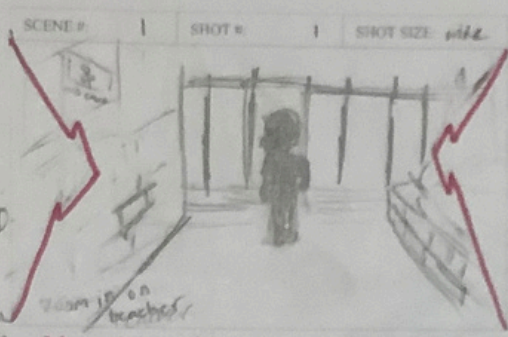
..j' Zoë eeeee

PROJECT After Hours

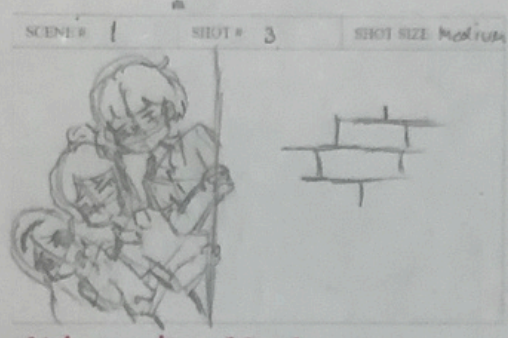
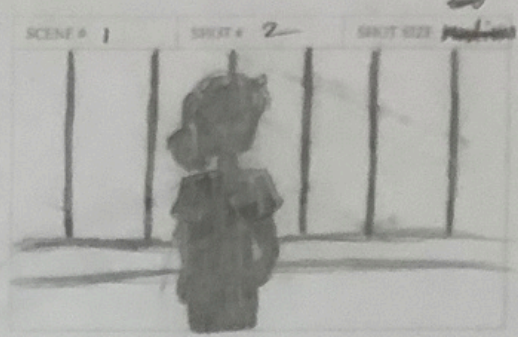
PAGE 1

NOTE: ALL
CHARACTER
DESIGNS
ARE PLACEHOLD-
ERS

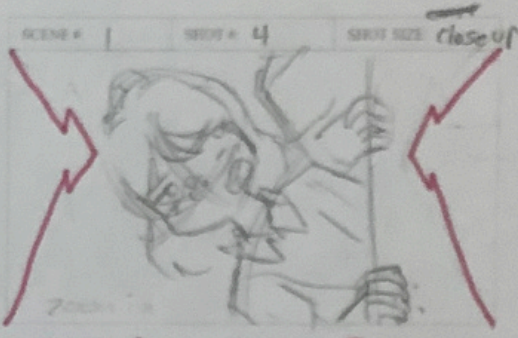
because
I don't know
who will be
playing who



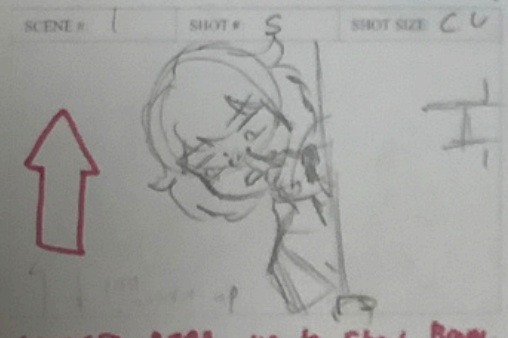
wide shot of teacher as camera static shot
zooms in on teacher



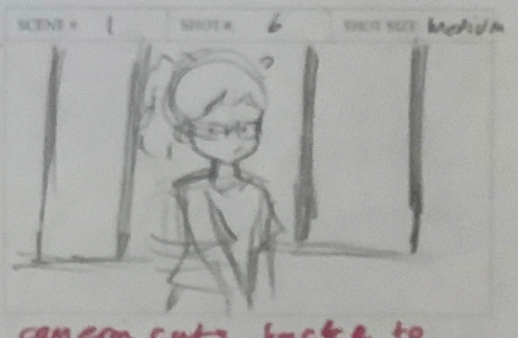
cut to this scene



zoom in on iris
camera zooms in

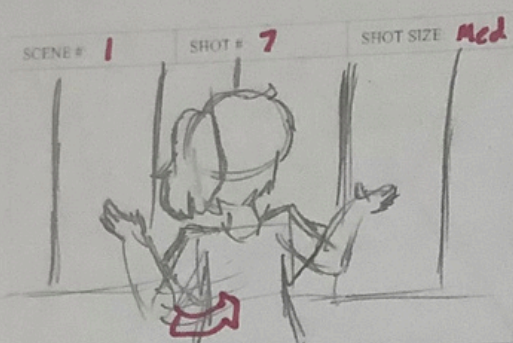


camera pans up to show Brock

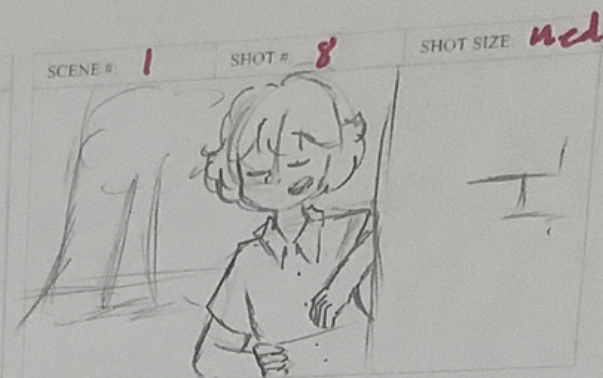


camera cuts back to teacher ~~static shot~~

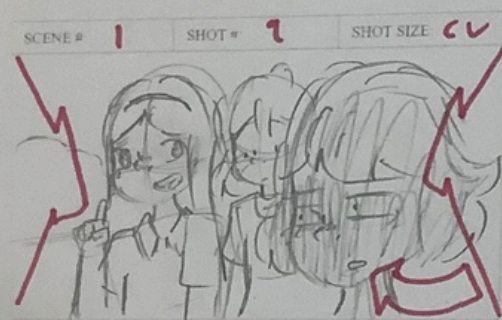
PROJECT



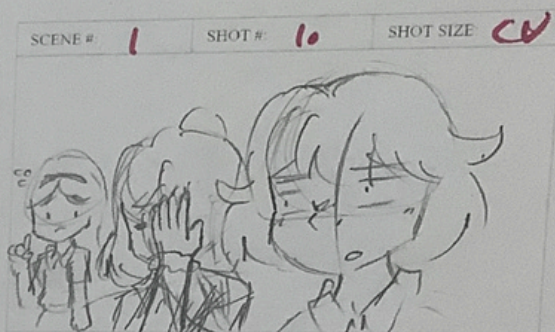
teacher turns around
Static shot



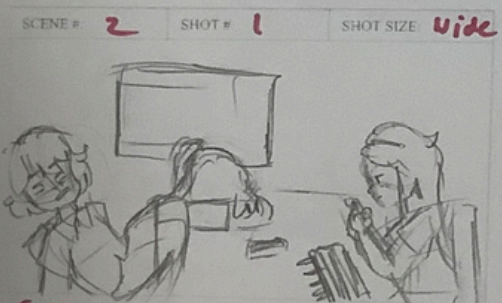
camera cuts back to Brook



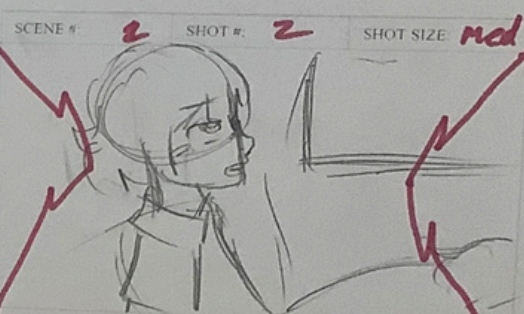
camera zooms in and turns around
Brook's face is out of focus



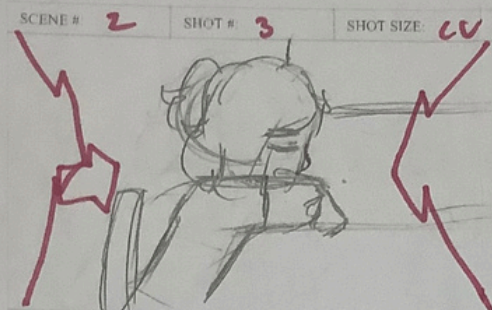
Brook's face refocuses as
iris and holly become out of focus
static shot



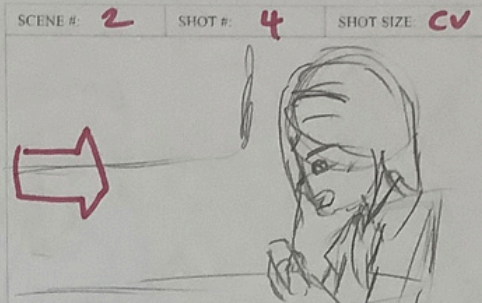
Camera cuts to classroom



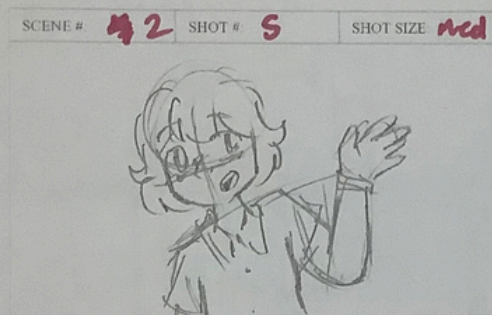
camera zooms in on Brook



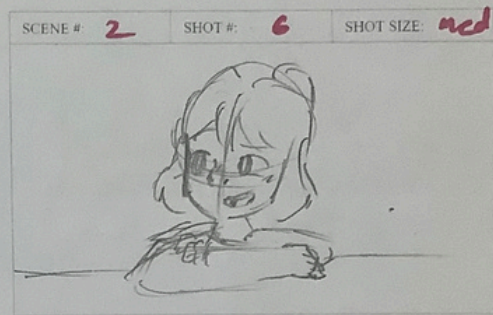
camera moves over and zooms in slightly on iris



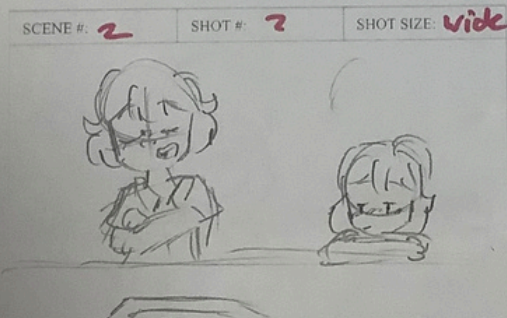
camera pans over to Hoby



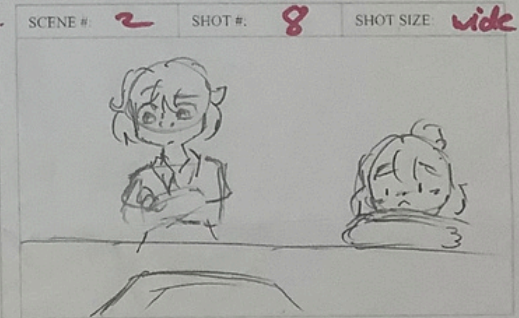
camera cut to this scene



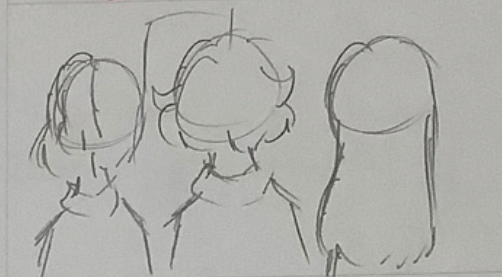
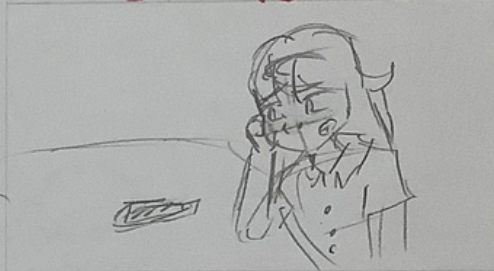
cut to this scene



cut to this scene
phone is out of focus



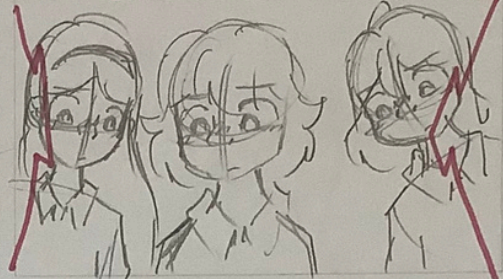
phone refocused
static shot

SCENE # **2** SHOT # **15** SHOT SIZE: **med****cut to these 2**SCENE # **2** SHOT # **16** SHOT SIZE: **med****cut to the three of them
staring at door**SCENE # **2** SHOT # **17** SHOT SIZE: **wide****cut to this scene**SCENE # **3** SHOT # **18** SHOT SIZE: **med****fade to this scene**SCENE # **23** SHOT # **2** SHOT SIZE: **CU****cut to phone**SCENE # **23** SHOT # **3** SHOT SIZE: **med****cut back**

SCENE # 2 SHOT # 9 SHOT SIZE med

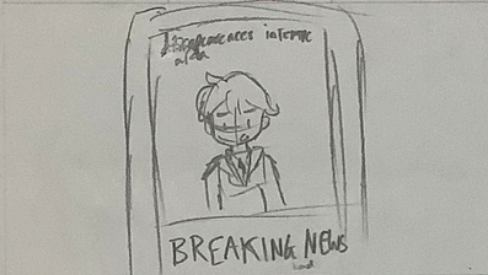
~~camera cuts to~~
Holly walks in

SCENE # 2 SHOT # 10 SHOT SIZE med



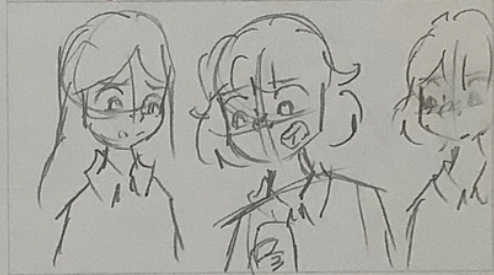
camera slightly zooms in

SCENE # 2 SHOT # 11 SHOT SIZE CU



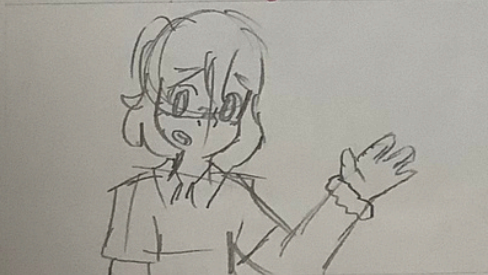
camera cuts to phone

SCENE # 2 SHOT # 12 SHOT SIZE CU



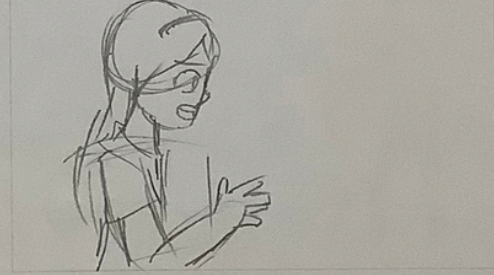
cut back to the trio

SCENE # 2 SHOT # 13 SHOT SIZE CU



cut to Iris

SCENE # 2 SHOT # 14 SHOT SIZE CU



cut to Holly

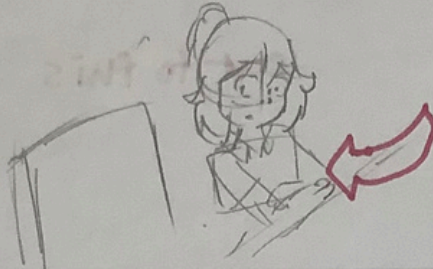
↑ lots of cuts to create tension

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PROJECT _____

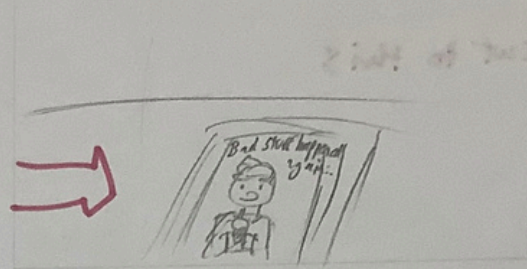
PAGE _____

SCENE # **5** SHOT # **2** SHOT SIZE:



turn around to empty chair

SCENE # **5** SHOT # **3** SHOT SIZE:



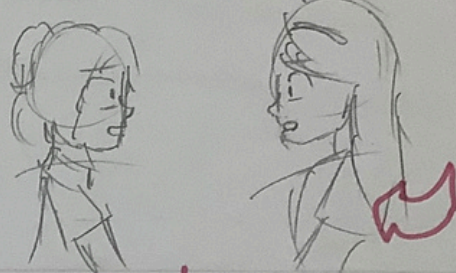
pan over to phone

SCENE # **5** SHOT # **4** SHOT SIZE:



cut to holly

SCENE # **5** SHOT # **5** SHOT SIZE:



turn around
cut to next scene

SCENE # **6** SHOT # **1** SHOT SIZE:



cut in

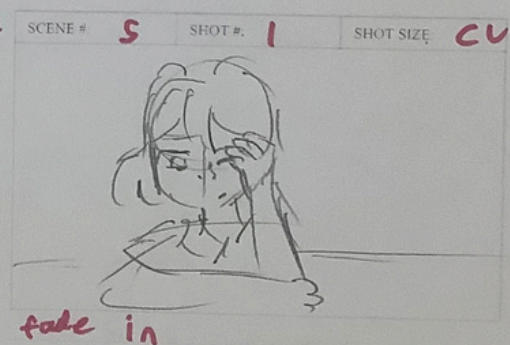
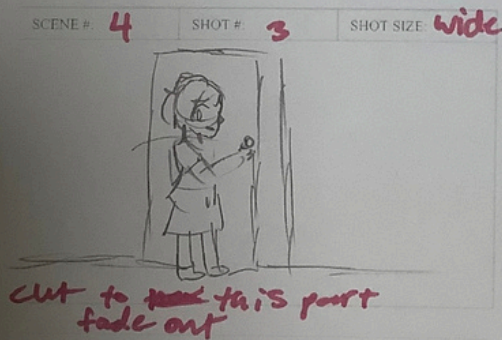
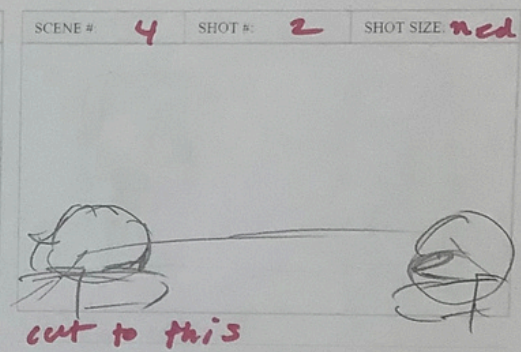
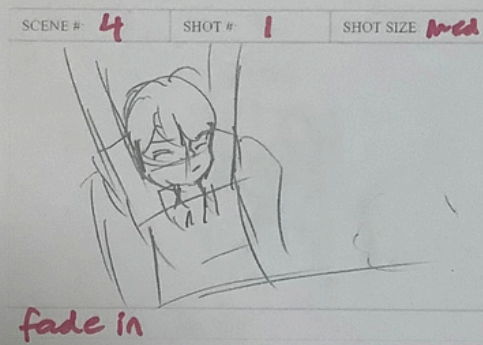
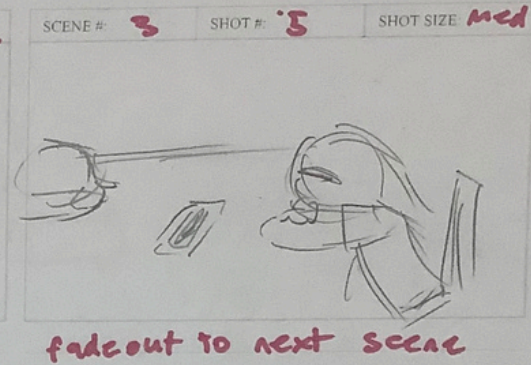
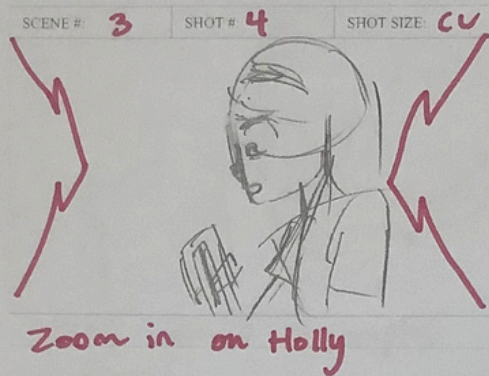
SCENE # **6** SHOT # **2** SHOT SIZE:



cut to this scene

PROJECT _____

PAGE _____



Visualising a Story Marking Rubric		Name: Zoe Rath
Grade	Descriptor	
A 85 - 100 Outstanding	<input checked="" type="checkbox"/> The final scripts and storyboards have been completed to an outstanding level with clear representation of the director/film/genre styles and professionally formatted scripts <input checked="" type="checkbox"/> Demonstrates very high-level skills in drawings storyboards by presenting unique camera shots, angles, and movements with outstanding perspective and professionally annotates their storyboards to reflect camera, actor, and graphics movement in their film <input checked="" type="checkbox"/> Effectively evaluates their decisions made regarding camera shots/angles/movements, storyline, setting and dialogue to portray their director/film/film genre and extensively justifies their decisions	
B 70 - 85 High	<input type="checkbox"/> The final scripts and storyboards have been completed to a high level with representation of the director/ film /genre styles and appropriately formatted scripts <input type="checkbox"/> Demonstrates high-level skills in drawings storyboards by presenting unique camera shots, angles, and movements with high-level perspective and annotates their storyboards to reflect camera, actor, and/or graphics movement in their film <input type="checkbox"/> Thoroughly evaluates their decisions made regarding camera shots/angles/movements, storyline, setting and/or dialogue to portray their director/film/film genre and justifies their decisions	
C 50 - 70 Sound	<input type="checkbox"/> The final scripts and storyboards have been completed to an adequate level with representation of the director/ film /genre styles and scripts are mostly formatted correctly <input type="checkbox"/> Demonstrates sound skills in drawings storyboards by presenting camera shots, angles, and/or movements and includes some annotations to reflect camera, actor, or graphics movement in their film <input type="checkbox"/> Evaluates their decisions made regarding camera shots/angles/movements, storyline, setting and/or dialogue to portray their director/ film /film genre	
D 20 - 50 Basic	<input type="checkbox"/> The final scripts and storyboards have been completed to a basic level with some representation of the director/ film /genre styles and scripts are mostly formatted <input type="checkbox"/> Demonstrates basic skills in drawings storyboards by presenting some camera shots, angles, or movements and includes limited annotations of camera, actor, or graphics movement in their film <input type="checkbox"/> Outlines some decisions made regarding camera shots/angles/movements, storyline, setting or dialogue to portray their director/ film /film genre	
E 0 - 20 Elementary	<input type="checkbox"/> The final scripts and storyboards have been completed to an elementary level or are incomplete with limited representation of the director/ film /genre styles and scripts are not appropriately formatted <input type="checkbox"/> Demonstrates elementary skills in drawings storyboards by presenting limited camera shots, angles, or movements and does not annotate their storyboards <input type="checkbox"/> Identifies limited decisions made regarding camera shots/angles/movements, storyline, setting or dialogue to portray their director/ film /film genre	
Mark:	Comment: Fantastic work with your assessment task Zoe, you have produced some outstanding scripts and storyboards to reflect your chosen genres. You chose genre rather than directors which is always harder as there is a larger pool to draw inspiration from though, as seen in your analysis, you were able to distill this as best as possible. Your script was excellent and professionally formatted and your storyboards were even more outstanding with great camera movements and perspectives explored. Be careful with presentation of drawings/storyboards in future as the scans were a little out of focus and unclear. Your evaluations focused more on how well you did it rather than how you incorporated the chosen genres into your work. Well done./	
99 100		

Lights, Camera, Assessment! Marking Rubric		Name: Zoe Rath
Grade	Descriptor	
A 85 - 100 Outstanding	Film	<input checked="" type="checkbox"/> The final short film/trailer is produced to an outstanding level with extensive links to both genre/directors/films' styles <input checked="" type="checkbox"/> The final film/trailer demonstrates advance skills in identifying and utilising appropriate camera shot/angle/movement, equipment used in filming, and Adobe Premiere Pro. And/or After Effects editing, colour grading, and effects
	Role	<input checked="" type="checkbox"/> Demonstrates outstanding skill in collaborative work practices by ensuring the maintenance of their specific roles and equitable workloads within the group and extensively evaluating their participation in their folio <input checked="" type="checkbox"/> Demonstrates a very high level of competence in assessing and managing risks and consistently applying safe work practices that are extensively documented in their folio <input type="checkbox"/> Demonstrates extensive knowledge and understanding of traditional, current, new, and emerging technologies and how they can impact the film industry and improve their own projects <input checked="" type="checkbox"/> Demonstrates advanced skill in film editing and colour grading in their individually edited scene
B 70 - 85 High	Film	<input type="checkbox"/> The final short film/trailer is produced to a high level with thorough links to both genre/directors/films' styles <input type="checkbox"/> The final film/trailer demonstrates high-level skills in identifying and utilising appropriate camera shot/angle/movement, equipment used in filming, and Adobe Premiere Pro. And/or After Effects editing, colour grading, and effects
	Role	<input type="checkbox"/> Demonstrates high-level skill in collaborative work practices by ensuring the maintenance of their specific roles and equitable workloads within the group and thoroughly evaluating their participation in their folio <input type="checkbox"/> Demonstrates a high level of competence in assessing and managing risks and applying safe work practices that are thoroughly documented in their folio <input checked="" type="checkbox"/> Demonstrates thorough knowledge and understanding of traditional, current, new, and emerging technologies and how they can impact the film industry and improve their own projects <input type="checkbox"/> Demonstrates high-level skill in film editing and colour grading in their individually edited scene
C 50 - 70 Sound	Film	<input type="checkbox"/> The final short film/trailer is produced to an adequate level with sound links to both genre/directors/films' styles <input type="checkbox"/> The final film/trailer demonstrates sound skills in identifying and utilising appropriate camera shot/angle/movement, equipment used in filming, and Adobe Premiere Pro. And/or After Effects editing, colour grading, and effects
	Role	<input type="checkbox"/> Demonstrates sound skill in collaborative work practices by ensuring the maintenance of their specific roles and equitable workloads within the group and adequately evaluating their participation in their folio <input type="checkbox"/> Demonstrates an adequate level of competence in identifying and managing risks and applying safe work practices that are documented in their folio <input type="checkbox"/> Demonstrates sound knowledge and understanding of traditional, current, new, and emerging technologies and how they can impact the film industry or improve their own projects <input type="checkbox"/> Demonstrates sound skill in film editing in their individually edited scene
D 20 - 50 Basic	Film	<input type="checkbox"/> The final short film/trailer is produced to a basic level with limited links to both genre/directors/films' styles <input type="checkbox"/> The final film/trailer demonstrates basic skills in identifying and utilising appropriate camera shot/angle/movement, equipment used in filming, and Adobe Premiere Pro.
	Role	<input type="checkbox"/> Demonstrates basic skill in collaborative work practices by not clarifying their specific roles and not completing equitable workloads within the group, whilst their participation is documented to a limited level in their folio <input type="checkbox"/> Demonstrates a limited level of competence in identifying and managing risks, and applying safe work practices and appropriate documentation of these practices in their folio is limited <input type="checkbox"/> Demonstrates basic knowledge and understanding of technologies in filmmaking <input type="checkbox"/> Demonstrates basic skill in film editing in their individually edited scene
E 0 - 20 Elementary	Film	<input type="checkbox"/> The final short film/trailer is produced to an elementary level with some reference to genre, directors or film styles <input type="checkbox"/> The final film/trailer demonstrates elementary skills in identifying and utilising camera shot/angle/movement, equipment used in filming, and Adobe Premiere Pro.
	Role	<input type="checkbox"/> Demonstrates elementary skill in collaborative work practices as their specific role is not evident, and there is no evidence of equitable workload or documentation of their participation in the project <input type="checkbox"/> Demonstrates a very limited level of competence in identifying and managing risks, and applying safe work practices and appropriate documentation of these practices is not evident in their folio <input type="checkbox"/> Demonstrates elementary knowledge and understanding of at least one technology in film <input type="checkbox"/> Did not edit one scene from the film
Total Mark: 94 100	Film Mark: 36 40	Comment: Outstanding work bringing bringing After Hours to life! The final film is completed to a very high level with some great scripts and acting, to a cool soundtrack and camera angles. There could have been a few more effects added here to make the film a little stronger or some more interesting camera movements to improve the film somewhat. The use of lighting and jump cuts etc. has been successful in conveying your chosen genres. Overall, an excellent film that you should all be proud of. Outstanding work on your contributions to your group's short film Zoe, you really held it all together including acting in the project as well. You clearly did a lot of work outside of school on the project as well including acting in the project as well. You clearly did a lot of work outside of school on the project as well including acting in the project as well. You clearly did a lot of work outside of school on the project as well including acting in the project as well. The only issue is that you did not include enough info on new/emerging tech. don't forget to read rubrics! Excellent work Zoe
	Role Mark: 58 60	