



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Media Studies Level 2

This exemplar supports assessment against:

Achievement Standard 91252

Produce a design and plan for a developed media product using a range of conventions.

An annotated exemplar is an extract of learner evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the learner needs to produce a detailed, integrated design and plan for a developed media product using a range of conventions.</p> <p>This involves:</p> <ul style="list-style-type: none"> • incorporating the key features of the medium and/or genre into a coherent whole • considering the impact of practicalities on the production process and outline strategies to overcome potential obstacles • demonstrating evidence of ongoing refinement of ideas through reflection and reworking • effectively appealing to and/or having impact on the target audience (includes capturing and holding the attention of the audience). <p>This learner has produced a detailed and integrated design and plan for a developed media product by completing a precise concept, treatment and pre-production activities for a short horror/slasher film. An original and engaging narrative is developed and refined throughout the design and plan process.</p> <p>An effectively developed concept that introduces the initial idea, target audience, purpose and narrative structure is presented (1). This is supported by an initial script (3) that is reworked through various drafts to demonstrate ongoing refinement (12, cover shown P4). Refinements to the narrative “Iterations to Story” and “Second iterations to story” demonstrate how the original idea evolves to create a more complex story structure (2).</p> <p>Conventions and general information about genre are explained (4). Conventions are applied with precise detail in the treatment (5). An integrated discussion of design choices (6), technical elements/codes (8) and audience appeal (7) is interwoven with discussion of narrative development of characters and story. This creates specific stylistic effects to capture the audience’s attention (7). The learner demonstrates a secure understanding of the application of conventions of the selected genre.</p> <p>Practicalities are considered, with proposed solutions enhancing the vision for the product’s design (extracts 9), along with the appropriate permissions (extracts 9). Evidence of location scouting (10) further refines the initial concept and treatment, incorporating conventions and codes into a coherent whole (11).</p> <p>The learner’s intent for the short film is refined through several drafts of fully completed storyboards, demonstrating a rigorous interrogation of ideas as they evolve (13, shown as extracts).</p> <p>For a more secure Excellence, the learner could link the application of selected conventions and refinements to design choices more precisely by evidencing the intended effect on the target audience.</p>

Working Title:

Black Out

Target Audience:

The target audience will be people between the ages of 15 and 25. We chose this age range because younger viewers are typically more excited by thrills compared to older demographics. Our film will also be more targeted towards males as males stereotypically enjoy watching thrilling violence movies more than females. Will be displayed at upcoming film festivals: [] (15 October) and [] Festival (early November).

Basic Concept:

A slasher killer is on the loose. He has already killed a man and is on the run. Jack is walking to his friend Alfred's, home and while walking he is attacked and dragged into a bush. Alfred wonders where Jack is

so he goes out to investigate. He discovers Jack's phone on the ground with a video of Jack running away from the killer playing. Alfred sees some broken bushes and follows a blood trail into the woods. As he is following the trail, he gets snared by a trap and is lifted into the air. Jack runs out of the bushes to try free Alfred but gets stabbed by the killer as he attempts this. The killer then runs away and Alfred escapes leaving Jack dead.

Changed concept:

A slasher killer is on the loose. Alfred is at home waiting for his friend, Jack, to arrive. Jack is walking through town and while walking Alfred calls him and talks about the killer in town. Jack keeps walking then gets jumped by the killer. Alfred then goes out to investigate and finds Jack's body.

Iterations to Story:

- We are altering our narrative slightly to make filming easier within our time constraints.

We are getting rid of the scene in which Jack goes into a bush to investigate a noise and is then captured by the killer by being lifted into a tree. We thought this was unrealistic for us to film, so we decided to change it and change it to Jack walking through an alleyway and investigating a noise and is then confronted by the killer and then Alfred finds Jack's phone and is also confronted by the killer, similar to the first narrative, but altered to make filming and acting easier. We also thought that filming in an alleyway in town would have better lighting than attempting to light a dark wooded area. We found that after filming even with a lit-up area the footage comes out darker than it should, so this was a wise decision on our behalf.

Other than this change it is similar to what we had at the start, with shots of Alfred at home, a phone call scene, and walking shots of both Alfred and Jack.

Duration:

5 minutes – General length of opening sequence, enough time to introduce characters and premise (Alfred = main character and killer who kills Jack is main problem).

Initial Script Planning:

Script is done (Physical Copy)

Second iterations to story

We've realised that a killer coming out of nowhere and just killing Jack doesn't make sense. His character needs a backstory or motivation for it to make sense. We're using a three-act structure. Act 1 and 3 will be about Jack and Alfred, but the second act will be about the killer's backstory to show why he's attacking random people like Jack

Act 1 – set up Beginning	Slasher character roaming the streets – looks basically normal
Inciting incident	Jack's walking home for dinner, video chatting with Al and goes into the alleyway near his house, hears a noise.
Second thoughts	Slasher is confronted by Jack. He's crazy, wants to react violently but pauses
Act 2 – confronting Obstacle	Slasher's youth – sees himself in Jack (flashback young/innocent walking alone/tormented by other popular kids/violent upbringing)
The twist	Slasher sees recent events (flashback him killing other person)
Crisis	Slasher in crisis – what should he do because he's been seen by Jack
Climax	Slasher attacks Jack. The Jack problem is fixed.
Act 3 – resolution Climax	Al sees and hears all of this on the video call, and starts to run out to the alley.
Ending - denouement	Jack and Al's friendship flashes before Al's eyes (flashback) Slasher is far away in the street running. Al gets to Jack, realises that he hasn't been killed, just knocked out. Killers face is seen, looking desolate as he turns back to look at the two friends.

Conventions – horror/thriller and short film (medium)

Serious/tense atmosphere

Develop narrative arc for limited number of characters (Al & killer)

Cold tones (lighting, editing, colour grading)

Eerie sounds and silence to emphasise isolation of characters + setting

Slasher horror films often have an unknown masked killer who is usually a man. This killer likes to torment people and kill a lot of people by using a bladed weapon (generally). The killer is usually out to kill due to a wrongful action in the past. This wrongful action generally caused great trauma and the killer is re-activated to kill after an anniversary.

Uses gore and blood to scare the audience as well as jump scares and other techniques that are generally used in horror/slasher films. Examples are over the top gore, jumps scares, the victim being vulnerable, telling the audience things that the characters don't. These add tension and make the audience want to keep watching.

The locations used are often dark, claustrophobic or very spacious which can act upon phobias such as claustrophobia and agoraphobia. Night is an often-used trope in horror as it represents death and concealment which has been solidified by the genre over the decades.

Visual treatment

1. Explain in detail the kind of atmosphere/tone you will create **visually** and how you intend to use equipment and conventions to create this style. For example, in an action film, rapid shot transitions will convey a tense atmosphere to the audience.

We want to set a serious and tense atmosphere in the introduction, so the audience wants to find out more about what happens next. This will be done with camera shots such as POV which 1. will allow the audience to put themselves in the characters shoes and 2. create a tense atmosphere because the audience won't be able to see everything (the introduction isn't purely POV). We will use lighting (lights provided by teacher) to create an eerie atmosphere by not entirely lighting an area so parts of the shot are in shadow and due to our scene not taking place in lit areas for the most part some shots will rely more on sound rather than visual techniques. All scenes will be lit however to allow the audience to understand what is happening. We will use a variety of angles and shots to add variety to the film, so it doesn't become repetitive. We will edit in post some effects such as lights flickering etc.. As well as audio techniques to aid the film, so it seems more realistic to add to the tension and reality of the film. Extended shots in collaboration with audio will add tension to some scenes which will engage the audience and make them want to know what happens next. These techniques will create a tense and eerie atmosphere which will cause the audience to want to know what happens next.

Our visual techniques apply to our target audience (class, family, staff, friends) because most horror movies use tension to engage the audience so we are making use of this technique to aid in the audience's interest and engagement in the film. This appeals to the audience because with tension the audience will want to know what happens next. Use dim lighting to add effect – tension, camera angles, add effect over camera shots to reinforce? (blur, fog effect, etc.) Add effects in post to add tension. Flickering lights? Noises in background (audio added in post).

Camera

We will use focus to blur out the backgrounds of characters. This will create more focus on the characters, so they stand out from the surroundings and are paid attention to more than if the background was completely in focus. However, we don't want the background to be too out of focus otherwise it might become distracting how blurred it is so we would need to find a focus setting that isn't too blurred.

We will film some shots using a tripod and some by hand depending on what suits the shot we are trying to accomplish. We are also going to film some POV shots to immerse the audience and make them feel like they could be in that situation and put themselves in the characters shoes. The POV shots will be filmed by hand and by holding the camera up at eye level.

Editing

We will use editing to cleanly transition between shots so that the story of our introduction sequence flows smoothly and makes sense because if cut or transitioned badly the story will seem disjointed and won't flow like it is all one scene.

We may adjust the light or darkness of some shots so that it flows more – this would only be used if when filming the light drastically changes quickly so that it seems that the scene is all at the same time instead of being split up by different lighting. Another solution would be to have a backup filming date to take shots that don't seem like they fit, however this could also be affected by weather or different conditions that would also split up our shots and make the scene seem disjointed.

We will also use some basic editing techniques such as making a light flicker (a streetlight) to add effect to the scenes subtly but won't stand out to be too unrealistic.

Another editing technique we may use is an overlay of color such as a blue tint outside which is commonly used in horror to add effect and cause the audience to feel different about a scene, for example a yellow hue would seem happy compared to a blue tint that would be sadder. (Research above that discusses this).

We may incorporate an eyelid shutting effect in a POV shot to add effect, but if we don't we will just use an instant cut to black or a fade to black (This is at the end of the opening when Alfred – the main character - passes out).

Iteration: We decided to not use an eyelid shutting effect as we changed the film so that Alfred does not blackout.

Sound

We want to use ambience in a majority of scenes to add an eerie effect to our opening sequence. We think it would be a good addition and would cancel out any shots that don't suit having no background sound. Some shots will employ using mute sound or no sound at all to add tension to the scene, this is seen in most horror movies before a jump scare or important moment to add effect the scene/shot because the tense and quiet atmosphere makes it seem that the quiet is important and that it is foreshadowing something that is about to happen.

We will likely add small audio effects such as a crackling electricity sound when the streetlight flickers (if we decide to do this) and the sound of a kettle boiling whether the kettle we use for this shot is loud enough to be heard when we film it - we decided not to do this shot. The majority of sounds won't be artificial, but we may use some artificial sounds if it is necessary. This will engage the audience more because it will seem more realistic if we find believable sounds that makes sense in the shot/scene.

Songs: We may use songs as background noise in some scenes such as the kitchen scene with Alfred's mother because it would make sense that she might be listening to something in the background. Another is that when Jack is walking outside, he might be using headphones so we might use dull sound in this scene to show that he is listening to music. In the kitchen scene the mother might be listening to older music whereas Jack would be listening to rap or something similar.

Audio Treatment:

We will use horror ambience in some scenes such as the walking scenes when Alfred and Jack both walk through town. We are also implementing sound effects such as a baby sound effect when Jack is walking through an alleyway to show that he is distracted and gives him a reason to investigate which ultimately results in his death. Throughout the film we will also implement sound effects such as violin strings for jump scares and to add effect to some important scenes.

We will also use raw audio which was create a tense atmosphere because it would just be the audience and the footage which could be considered similar to found footage films which don't incorporate outside audio and relies on audio in the footage to add depth to the film.

We showed our treatment to other groups in the class, and talked about our conventions and their conventions and how they would be used in the film. The survey from term one on horror genre and then the research for genre external about thrillers has meant that we're using the right kind of conventions to make and keep our audience interested.

Production Schedule:
Physical Copy

9 Crew:

9 Camera
Editor:
Sound:
Actors:



Obstacles:

Possible obstacles towards filming:

Weather – Can't film in rain so if it is raining during our scheduled, we will have a backup time to overcome this obstacle.

Equipment failure – Backup time or use phone to film.

Footage corruption - We will save and backup all our footage to ensure we still have our footage if it becomes corrupted during editing. We will also use two cameras so if one fails

9 Illness / physical hindrance – If one of us become ill or an unable to film when we are meant to be shooting, we will have a backup time to overcome this. We will also have backup actors.

Background noises - If background noises are present, we will wait till the noises are gone. We will also record the audio with our phone as a microphone so we can hear if the mic is picking up any unwanted background audio. There is also the obstacle that the camera mic won't pick up the sound to a high quality so we will use a mic on the camera to get the highest quality audio.

Lighting – Could be too dark if we are filming at night. To overcome this, we will research techniques for filming at night and if it's still too dark we will use artificial lighting.

artificial lighting

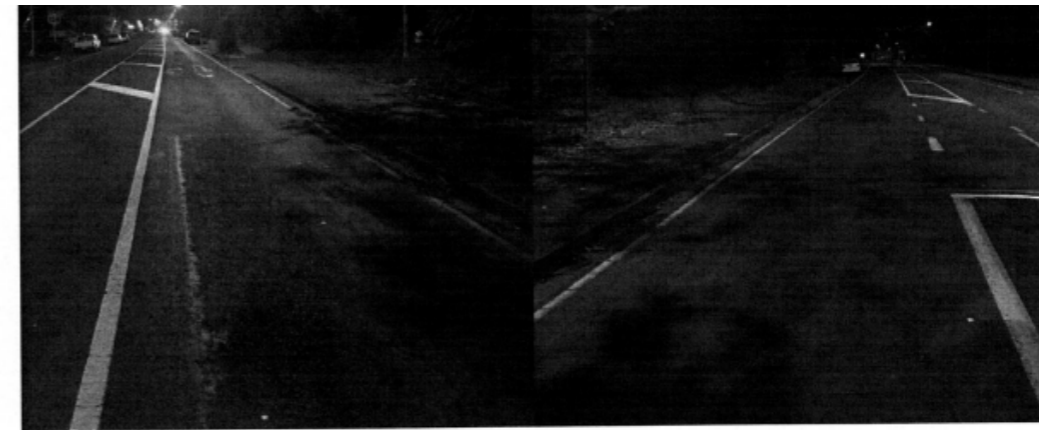
Font Choices:
For Title

TRUE LIES

6 FEAST OF FLESH

KILLING

WHO ASKS SATAN



10

Iterations to Filming Locations:

Location Scouting:

Possible location for street filming: Victory, Nelson - near park

Location offers streetlights, small bush area with trees and park near by which could be used for film tree scene, however it is unlikely that it would be sufficient due to lack of bushes/trees that would work for what we need to achieve. Doesn't have many rural houses as opposed to somewhere like the Botanics in The Wood, which also offers the option of filming at a group member's house for indoor scenes so multiple areas could be filmed in in one night (Group member's house and Botanics Park). Victory area is next to a road which could affect the sound quality due to cars or other interferences.



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We decided to use a different location for the street filming (The Wood) as it is closer to our other filming locations (House in the Wood and Botanics) and doesn't have a large area for street filming, and is a more busy location due to traffic, pedestrians and noise which would result in and sound quality an interference during filming. Filming in the Wood also offers a flow between locations instead of a jump in location which may be noticed by some audience members. The Wood offers a better shooting location and would make editing easier and seem more seamless.

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Iterations to Filming locations:

- Although we decided to use some shots for street filming from the Wood, Nelson, we also decided to incorporate some shots from town in Nelson to provide variation in setting and it fits better with our new narrative which doesn't include filming at the Botanics, and rather in an alley way in town. The walking shots we used from in town are taken in a variety of locations to show the passing of time due to the characters being in different places.
- We decided to cut out the scene with someone being pulled up into a tree and instead film a scene in an alleyway in town located next to Kiwi Bank. This location provided atmospheric lighting and allowed us to film more easily than if we were to film in the Botanics due to a higher amount of light, being able to find more suitable filming locations easier and allowing us to change our 'horror' scene because our original idea was unrealistic for us to achieve.
- We are still using [] house for the inside filming scenes because it doesn't make any change to the [] narrative of our film and is a good setting for the main character to be in at the start of the film.

changes

Media Studies Department

I, agree to allow video footage, s recordings taken of me by production crew associated with the below I be used in a student documentary about:

I understand that the documentary may be shown to media students at a public audience at the Festival

I also understand that the Media Department will store the documenta future school screenings.

Signed
Date

Black Out



Based on a true story...

~~SCRIPT~~ DRAFT
(not final)

12

Decided to remove kettle scene and rotten apple shots as had no meaning / symbolism in our film.	MS		alfred apple	CU
	MS		kettle boiling w sound	
house	MS		house	
kettle boiling	MS		kettle boiling w sound	
house	MS		house	
house	MS		house	

1/SECOND DRAFT Unfinished due which allow e interesting story

Project Name				
Title				
Date				
Camera Shot	LS		Ext shot of house, pans down	MS
Description				
Camera Shot				

13

FINAL DRAFT

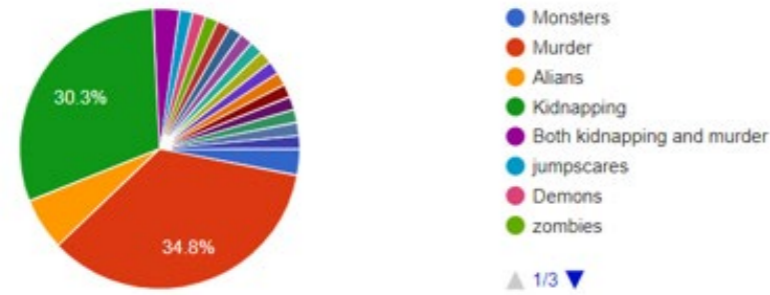
Project Name	Black Out		St
Title			
Date			
Camera Shot	LS	LS	
Description			
Camera Shot	LS	MS	

13

	Grade Boundary: High Merit
2.	<p>For Merit, the learner needs to produce a detailed design and plan for a developed media product using a range of conventions.</p> <p>This involves:</p> <ul style="list-style-type: none"> • considering the impact of practicalities on the production process • identifying milestone dates and allocating required resources to complete pre-production activities • demonstrating evidence of refinement of ideas through reflection and reworking • appealing to and/or having some impact on the target audience. <p>This learner has produced a detailed design and plan by completing a detailed concept, treatment and pre-production activities for a short horror film. A well-constructed narrative is developed, with ongoing reference to the target audience.</p> <p>Survey questions (excerpt shown) are analysed to identify what will appeal to the target audience (1). This drives the development of the story for the initial concept (2). Some components of the concept are explained in detail, linking back to audience appeal (3).</p> <p>A detailed treatment is produced that includes a discussion of conventions (5) including their appeal and effect on audience. Each discussion of conventions is supported by explanation of technical codes to help achieve the effect. Refinement of ideas is demonstrated (4) by removing one convention.</p> <p>The learner presents a detailed discussion of style including atmosphere, tone and stylistic approach (6). This analysis demonstrates understanding of how conventions can be applied for effect on the audience. A thorough explanation of the use of music and SFX (10), including application in a key scene for an intended impact on the audience, is outlined (11) as part of the treatment.</p> <p>Two drafts of the script are developed (7), demonstrating refinement of ideas as they evolve. Excerpts of practical and design elements such as location, casting, costumes and props (8) demonstrate comprehensive consideration of design choices. Some refinement is shown through the use of casting shots (9).</p> <p>Some explanation of refinements to the design is shown in the production log (12). A shooting schedule and permissions (13) are included. The learner has included a partially developed storyboard as part of the plan (14).</p> <p>To reach Excellence, further evidence of shifting the design from a concept to a fully realised product by considering practical and technical elements more precisely could be included. This could involve creating a developed script, completed storyboard for technically difficult scenes, or using test shots of locations or key scenes to inform the design.</p>

What do you find scariest ?

66 responses



Our target audience is yr 9-13, So to make our horror film appeal to them we created surveys to gather information about what our audience wants to see. Our surveys ask questions that will help us better appeal to our audience. When asked **“What do you find scariest”** or **“What sort of things scare you”** the majority of people on both surveys responded with “murder”, “slasher”. From this it would make sense to have some sort of, murder in our short film. When students were asked **“Who do you want to win?”** over 50% of people wanted the bad guy to win. The 2nd most popular was neither. This is telling us that in our horror film we should have the bad guy achieve their goal of killing, scaring etc. People wanted to see jump scares, blood, murder, death, suspense, etc. This means that we should try and include these elements in our film. Yr 9 - 13 students also want to see a dark, abandoned place when we asked, **“What setting do you find scary”**. The setting in a horror film is an important part of setting the atmosphere which means that we should have our horror film set in a dark place with no other people in/around it. Other feedback we were given was on what not to do in our horror film. This feedback included not to have an unrealistic storyline, having bad actors. We want to give our target audience a

Initial Concept:

Our initial concept is about a young person who is in their room playing a video game called ###. Our main character will be alone playing animals crossing New Horizons in their room. Their room will be dark and not lit well. While the person is playing the game, they are doing normal stuff like turning on lights, opening draws etc. While doing this she hears noises of objects moving around. She finds that what she does in the game happens in real life as well. At first she is amazed by this and we get a close up of her face. She then noticed a shadowy figure who was covered in blood and holding an axe. The person is confused by this. (we will cut from her face to the game screen back to her face.) She is confused and looks up at her doorway and sees nothing. They then hear a sound and put the game down. They then hide behind bed and then turn on the light. They then hear sounds of people walking around and axes scraping against the ground. They are scared by this. We will have shots of the room and of the person's face. The game then makes the message sound as a message has appeared. (the other sounds stop.) Gets a creepy message on screen saying “###”. Lights go crazy. Try the game again to turn the light off. It doesn't work. They are relieved and breath out. Camera then cuts to the scanning room and in front of the person is a bloody scary person with an axe. That person rushes forward. Credits. Then just before the end we see the game with a blood spot of floor and in game.

In our concept we used the information given to us by a survey that was presented to a target audience of yr 9-13 students. These students said horror films should have the bad guy/evil being win so in films we have followed what they wanted and have decided the bad guy is going to win. We also followed the instruction of wanting to see death so we have incorporated this into the film by killing off the main character. This also allows for the bad guy to win and some murder. For our scenery it was a tie between dark scenery and an abandoned location. We have decided we are going to make a film in a dark scenery/with low lighting. We will have the character be all alone to try and make it seem abandoned. When asked what people would expect to see in a horror film there was an abundance of answers but we have sieved through and picked out the answers said most commonly which were jumpscare, blood, death so we are incorporating all these suggestions into the film in hope of installing fear into our audience. We have incorporated all these ideas into our film to appeal to our audience so that they enjoy our film.

Conventions we will use:

1. Blood

Horror is a genre designed for those who have a liking for adrenaline to experience a rush whilst sitting down. It is designed to scare those easily scared and to try to scare those not easily scared. We will use blood in our short horror film near the end. The suspense created through slow calm music and build up to heart racing, edge of seat music and creeping, streaming and overall quiet sounds, this murder will be the scare waiting for the audience. The main character will get brutally murdered with a sharp axe to emphasize the fear and panic of the

2. Death

Death is a big part of life. But being killed by a maniac with a knife and then buried is mostly the stuff of imagination. Horror lets us experience death in a way we as an individual will probably never experience. Horror allows us to see these gory things, Brutal deaths from the safety of our seat. Death is used in a horror film to either bring the story to a conclusion or to help further explain the story and incite fear as the suspense usually leads up to death as tension builds. We're using it for both these reasons. For the audience watching the film we will only be using death once in our film in the climax of the narrative, as the element of surprise is a big part of horror. Fear is created in horror because the audience expect it as it's a convention. The ever-present threat of death will be implied throughout the first two acts of the story. The audience expect it but can't see it coming. So that people won't see it coming we will only use death at the end when we will have our main character get brutally slashed with an axe by a bad guy to bring the film to an end. Our audience will appreciate the death in our film as horrors usually have a murder which helps with the plot or just to give a good scare. Our murder will happen after a jump scare so it will excite the audience. We'll use low key lighting at key points in the story, so the audience associate their growing feeling of tension with those scenes. When the murder happens, the jump scare and lighting will make it really terrifying for our audience.

3. Weapon

A weapon is an object used to conflict pain, blood and suffering upon the victim. We have decided that our murder weapon will be an axe. We have decided this because axes are menacing and we will have easy access to an axe. The weapon used in a slasher movie is meant to incite fear into an audience as half the time these are weapons that everybody can easily get their hands on making the situation seem more realistic and possible to actually happen in their life time we will be using an axe in are film as it is a large easy to know what it is weapon

4. Jump scares:

Horror is a genre that involves mystery, suspense and fear. We will use jump scares in our film to help create an atmosphere of mystery and fear leading up. This will make the viewer sit on the edge of their seat. Since jump scares are used to scare the mass audience we need to try and make ours unpredictable. We will use our jumps care at the end of our film when the victim thinks it's all over. We will film their faces as they take a sigh of relief. then cut to looking around the room. As we are looking around the music stops, and we see the murderer. We only see them for a second then they move forward fast and quick. We then cut to a black screen and her screaming and slashing. For jump scares to be effective the audience can't see them coming so we will only use this one at the end so that wow our jump scares should become very effective. to help build up the jumps care we will pair it with one quiet, abrupt music. Jump scares are a must in horror movies as that is the whole point of

5. Low key lighting

Lighting is a key factor in all films, however certain types of lighting help create genre and therefore give the audience certain expectations. It sets the mood. Low key lighting is especially important in horror films as a dark setting invites fear and mystery in the viewer. The dim hues and shadows and low lighting creates tension in horror films due to its mysterious and dark atmosphere. Low key lighting also helps control what the character sees by only lighting small parts of the room close to them. We will use low key lighting in our film to help create the mood of anxiety for our character and audience. We will use lamps or tv strategically. These are common objects that can light lots and a little. These objects will create enough light to see our characters' fearful faces and project their emotions onto the audience but also conceal what's happening around her which will make the film all the more frightening. Low key lighting will help set the mood and tone for our audience. Since tone and mood is essential in horror films since they tell us what we should be feeling and how we should be feeling it, this convention should appeal to our audience by giving the audience that information so they better enjoy and are scared by our film.

Style - Atmosphere:

6 The atmosphere in the film needs to be dark and creepy. The reason behind being a dark atmosphere will create a fear of the unknown as anything could happen, especially if u can't see it. People who see horror films don't want to see sunshine and lollipops. They want it to be dark, mystical, suspenseful. They want to be scared or be thrilled by an adrenaline rush by the film. This is why we plan to film in a dark setting with the main source of light being the light coming from the screen of the video game being played and other low light sources. This should give us a creepy shadow effect whilst only showing what we want the audience to see. By showing the audience what we want them to see it will allow us to sneak stuff up on them that they weren't expecting. The dark atmosphere and low lighting will also make certain facial expressions be better expressed. This allows the audience to connect more with a character and to see whether or not they are scared, nervous, happy, relieved etc.

Tone:

The tone of the film is going to be tense. The tone is going to strike fear and suspense in our audience until the end. The audience isn't going to know what the end outcome is going to be. As we hope to have our audience anxious and on the edge of their seat. Our main character is going to be in her own wee happy world and within seconds it's going to change from happy to frightened. The emotions the main character will feel should then be shadowed onto our audience, making them feel the same fear and suspense being portrayed in the film. The music and sound will also play a huge role in this as having slow music playing and spiking and ramping up to a jump scare always gets all the audience's hearts beating. Since everyone in this day and age has some sort of technology or at least has the bare basic knowledge of what it is. This should help them connect and better express the tone as being tense as it should make some people question their technology and the capability it has.

Stylistic Approach:

We have decided to set our film in the current year with our main focus on gaming. As technology is advancing day by day and getting more and more popular, especially with teens. We will have more of an impact on the audience by using a creepy twist on the games they love. This film will be seeing a cute, low key, role playing game called Animal Crossing: New Horizons be turned upside down with having a killer. This game should affect the audience as it was one of the most popular games last year. This game helped lots of people through the pandemic. The target audience is between yr 9-13 so that's an age range from 13-18 year olds. People are always playing games whether they be mobile, on the field or with a console. People also love films. One of Hollywood's biggest rivals is videogames so incorporating a film with both should really catch our audiences' eye, as it will have the best of both worlds. We think our audience will favour our idea as it relates to what they do on a daily basis.

Script

Person 1 = Main character (name to be decided)
Person 2 = The killer(badguy)

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OLD SCRIPT: Person 1 is sitting on the couch playing their video game being happy, enjoying themselves with a big grin.*the game will be animal crossing*
They will be moving the game character around having fun sitting on a couch in the game. Person 1 will snigger whilst playing.*their character did something funny*
The game avatar moves around and opens a set of draws in the game. (Creek, Shuffle). Person 1 looks around with confusion on his face. As they scan the room, they see that their draws have been left open. They look at the screen in confusion and try shutting the draws in game. This mirrors the real world. Person 1 tries opening the draws in game again and this time watches her own draws with an eager/confused glance. When person

NEW SCRIPT: WITH CHANGES

The victim walks down stairs to play video games all happy. She sees the case with the switch in it and sees a note. The note reads "DO NOT TOUCH". She is confused by this and ignores the note. She opens the case to find another note saying "I'M WARNING YOU". She is frustrated at this point and ignores that note and takes the switch out of the case to play anyway. She then is sitting on the couch playing their video game being happy, enjoying themselves with a big grin. *the game will be animal crossing*
They will be moving the game character around having fun sitting on a couch in the game. The Victim will giggle whilst playing. *their character did something funny*
The game avatar moves around and opens a set of draws in the game. (Creek, Shuffle). Person 1 looks around with confusion on his face. As they scan the room, they see that their draws have been left open. They look at

7

LOCATIONS

We will use [redacted] garage for all our scenes. We will be using it for all scenes because our film takes place and follows our main character as she eventually gets killed. We will use this location as it will provide a darker, airier atmosphere. Using the garage will make it look darker than a normal living room as it is below the house. This location allows us to better meet our target audience as from our survey we found that the majority wanted dark and abandoned settings. By using the garage, it is easier to get darker lighting and will make it feel more abandoned for our viewers. Since it is darker, we can control our light more, this means we can light only what we want the audience to see. Using this location, once it is tidied, we will not have to worry too much about staining anything with fake blood as the owner has said if it stains the concrete etc. it would be fine. This will give us the freedom to have blood in the way we want it for our target audience.

8

CAST

[redacted] Friend): We have chosen [redacted] our killer/bad guy in our film because she has a passion for dark and creepy. She would love the chance to be a part of the film and to practice her acting skills. She will also relate to the audience by being in the target audience. [redacted] and our target age group is yr 9 - yr 13s. As [redacted] guy actor, we're hoping that having a female villain will intrigue the audience as most common based horror films relate the victim as a female and majority of the time a male as the villain. Whereas hoping having a female as our villain will intrigue the audience as it's not seen often in our society for a female to be a villain.

8

[See copy of casting shots here](#) – our first choice of actor for the victim had to change as she wasn't free when we needed her. Here's all the people we thought about using.

9

COSTUMES

PERSON 1(VICTIM)

We want the actor to relate to the audience to help better engage your audience as the clothing she will be wearing will be common clothing and will make her look like a common vulnerable female. In Horror the females are often portrayed as weak and vulnerable. Because of this portrayal the audience is tricked into feeling sorry and frightened for the character as they know her death is around the corner. By getting our actor to wear normal clothes that our everyday audience would wear every day. This helps the audience relate and understand the

8

PROPS

8 **Axe:** we are using an axe in our film as our murder we open as an axe is an everyday item that will be found in most people's sheds. We are using the axe to make our film a slasher and instead of using a knife we're using the axe as it is bigger, easier to see and should hopefully make the audience get a better understanding of what's happening in our film and how the victim is murdered. We made the axe safe by in our film the axe never gets swung and never goes towards anyone else in the room.

~~**Blood:** we are using fake blood in our film to emphasis the pain and fear in are victim as she is brutally slaughtered by are villain actor we plan to cover our victim in this kacke blood around her neck area as to make it~~

MUSIC

10

When we open and playing the game happily:

<https://www.purple-planet.com/new-search> - New Beginnings

New beginnings are upbeat pieces of music. We will use it at the beginning to provide a happy feeling. Our main character will be looking happy as they are playing their game. This upbeat happy feeling music will reflect on the audience and make them feel happy too. Since music can tell an audience what's happening or what's about to happen. This music will tell them that nothing is wrong and everything is all good and happy.

When things start to go wrong:

<https://www.purple-planet.com/new-search> - Deep Space Exploration

<https://www.purple-planet.com/new-search> - New Beginnings

(overlap the new beginnings with the deepspace exploration when things start going wrong for our actor. AKA merge from good to bad)

When things start to go wrong in our film and our main character starts getting scared we will add deep space

Climax music to jump scare:

<https://www.youtube.com/watch?v=MS6dhZc6uac> -

We shall play this music when we are building up to our climax. At our climax we will see our main character killed. This climax music will make the audience heat race with anticipation. As the music continues to climb the audience get tenser and tenser. We want them on the edge of their seat. By having built up music to climax it makes the audience know something is coming but they don't know what. With this we hope to scare them as they will know by this music that something bad will happen to the character they have hopefully gotten attached to, this music will help build up the opportunity to scare people.

11

When Person 1 gets killed:

Scream - <https://www.youtube.com/watch?v=8nXEPiQj0EM&list=PL634EA6C284405875&index=760>

Blood Splatter -

https://www.youtube.com/watch?v=0XKq_o1Yftg&list=PL634EA6C284405875&index=46

Bone Crack - <https://www.youtube.com/watch?v=k3EUprslmyw&list=PL634EA6C284405875&index=47>

We will play these three sounds close to one another for full effect when our main character is murdered. After the end of the climax music These sounds will play, a scream, blood splat and bone cracking. These sounds will force the audience to visualize themselves what has happened to the poor character. These sounds also create an atmosphere of uncomfot and death. This will be the end of our film after the screen goes black. By not showing the murder happen we invite mystery in the audience by leaving them wondering.

Darkest child:

The darkest child is a piece of music where it helps set the mood of unknown and bad things coming. It makes you wonder what's happening. By going up and down in its notes. This will help set the mood for our viewers as we will play it when weird things start happening to our victim. By playing this sound and having out victim being confused it helps our audience also feel confused and the music helps the audience know that no good can come from it.

Creeping death: This sound of purple planet helps the mood when weird things are happening along with the darkest child. This music is like a step up and down. This will have the vibe of the darkest child and help create a mood and atmosphere for the audience. It will also tell the audience that nothing good is happening at the time they play.

(*We changed the music for when things start to get creepy and weird because the original music we had didn't fit and didn't set the right mood we were after. The new music gives us the mood, tone and creates the atmosphere we were looking for and helps the audience feel scared and creeped out about what's happening. *)

Intro Music: from i movie

Ding Sound: <https://www.youtube.com/watch?v=qZC5gtOw3DU> Ryan Carvalho

Draw sound: [Siimon Sounds https://www.youtube.com/watch?v=8kRTOXJ9KcE](https://www.youtube.com/watch?v=8kRTOXJ9KcE)

Light Flicker: <https://www.fesliyanstudios.com/royalty-free-sound-effects-download/light-switch-24>

Light Switch On Off 02 Sound Effect

Outro Music: from i movie

Foot steps : <https://www.youtube.com/watch?v=t5PMmKS8Ug4> GamingSoundEffects

By using these sound effects we are able to bring the objects to life more in the film. By bringing them more to life it makes it more interesting for the audience. The sound effects for objects can also help set the mood and tone for the film. By having footsteps along with some silence after a build up it helps set the mood for the audience to fear the person walking towards them and to feel sympathy to the victim.

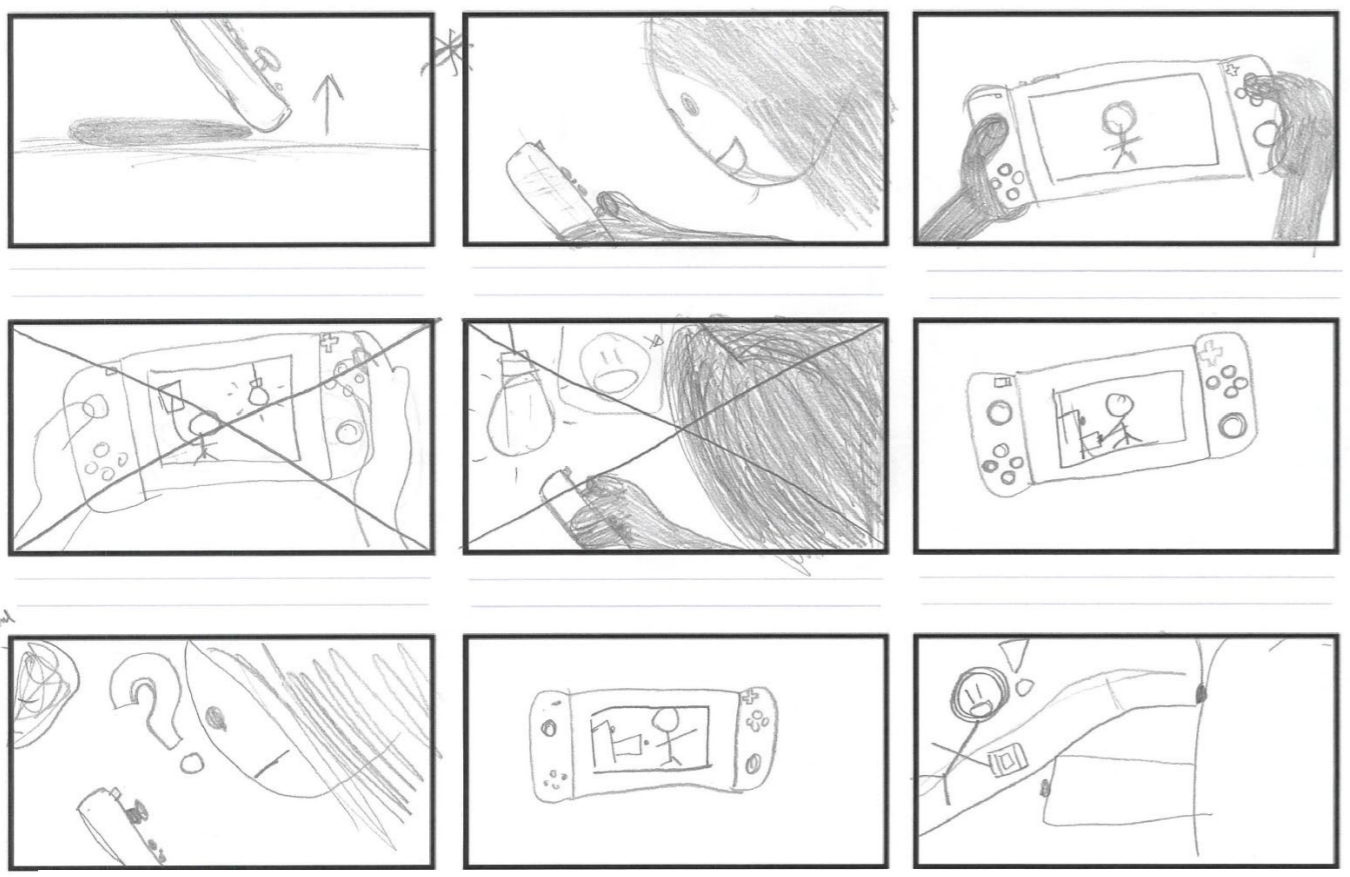
23/04/21	Today I also shot some scenes and finished off filming. Today we needed to film in the morning rather than in the afternoon to suit one of our actors.
03/05/21	Today I looked at 2.5 plans to make sure everything is in order.
04/05/21	Today I continued to edit the 2.5 film plans. I edited the costumes and added our other actor
05/05/21	Today I put scenes into the film timeline. I also wrote down all the scenes we needed to refill.
06/05/21	Today I continued editing and putting shots into our film.
10/05/21	Today I started writing up the music for our film plan.
13/05/21	Today I edited the final scenes into the film on the computer. While looking at putting scenes together. Matthew and I decided to change up a few shots from our storyboard because it looked better or felt better in the film than what we had initially planned.
17/05/21	Today I edited the transitions into the film.
19/05/21	Today I started adding music to the film. (was sick.)
24/05/21	Today I Read through the plan doc and added image and location release to google drive.
26/05/21	Today I edited the film and started adding black screens with text for where to add the scenes that still need to be filmed. We have decided to add scenes that we didn't initially plan to add some more sense and to help the movie be more clear of what's happening.

12

4/5/2021	Home Shots	[Redacted]	Camera, and Tripod. Lighting rig, extension cords Axe	Christina, Este, Anrie	We are going to film in the garage, rain most likely will be a problem because it is loud though we have a few scenes inside so we'll focus on those. If it doesn't stop raining we will film on a different day. I also plan to film the murder scene. We will take safety precautions while using the axe, as making sure not to get the blade too close to [Redacted]
9/5/2021	Home Shots	[Redacted]	Camera, and Tripod. Lighting rig, extension cords Axe	Christina, Este, Anrie	Need to make sure parents/sister isn't home and the car is out and the floor is dry. We'll need more time for setting things up today as we need more furniture in the garage.

13

Film: Switch Scene: 1 Page: 1



14

Film: Switch Scene: _____ Page: 4



14

IMAGE RELEASE

I, [Redacted] give permission to allow the following people:
[Redacted] to use my image for a film/video production associated with my achievement Standard 91252/91253 (2.5/2.6) in NCEA Level 2 Media Studies. I accept that my work in this media product can and will be viewed in classes and may be uploaded to a video sharing website to be used as an exemplar. I also accept that the product may be subject to public viewings for school purposes.

Signed: [Redacted]
Witness: [Redacted]
Date: [Redacted]

13

LOCATION RELEASE for [Redacted]
Date and Time: [Redacted]

I, [Redacted] being the owner of the property listed above give permission for cast and crew of the school production to use the aforementioned location on the above mentioned time(s) and date(s)

Signed: [Redacted]
Witness: [Redacted]
Dated: [Redacted]
Please tell [Redacted] in owner

13

	Grade Boundary: Low Merit
3.	<p>For Merit, the learner needs to produce a detailed design and plan for a developed media product using a range of conventions.</p> <p>This involves:</p> <ul style="list-style-type: none"> • considering the impact of practicalities on the production process • identifying milestone dates and allocating required resources to complete pre-production activities • demonstrating evidence of refinement of ideas through reflection and reworking • appealing to and/or having some impact on the target audience. <p>This learner has produced a detailed design and plan by completing a detailed concept, treatment and pre-production activities for a documentary. The angle of the documentary is established clearly in the concept (1), with a detailed explanation of the purpose, appeal (2), narrative structure, listing of conventions (3) and some notes about practicalities (4).</p> <p>A detailed visual treatment (5) is included that identifies and explains the selected conventions (3). There is evidence of refinement (6) that further develops the original concept as the application of conventions is considered and design choices are applied. The conventions are linked to audience appeal (2).</p> <p>Ideas developing technical elements (7) and narrative (8) are reworked and refined. A documentary script is included, along with interview questions (excerpt 9). Refinement throughout the treatment develops the original idea, rather than logging changes due to practical issues.</p> <p>Test shots are used to inform the planning process and develop the treatment (10). These test shots, along with the discussion of music and audio provide detail to the treatment. The reflection on the test shots and music/audio (10) informs significant changes to the completed product.</p> <p>Practicalities are thoughtful and detailed (11). Strategies are identified to overcome the practical issues discovered (extracts 11). The production timeline is clear and shows evidence of the staged delivery of the product.</p> <p>At the end, the treatment is enhanced by a discussion of style (atmosphere, tone) which demonstrates a detailed understanding of the effect of the selected conventions and technical elements (12). This conclusion also explores the intended effect of stylistic choices on the audience (13).</p> <p>For a more secure Merit, the learner could demonstrate further understanding of the documentary styles, generic conventions and technical elements/codes required for the selected style (expository).</p>

Concept:

My target audience for this participatory documentary is my family/whānau and other New Zealanders.

①

Brainstorm: My ancestors are from Cambodia, which is a small part of Asia close to Thailand. I do not know a lot about my family's exact heritage but I know a lot about my mum's large immediate family. My mum comes from a large family with 4 brothers and 4 sisters; I love learning about my uncles and aunties lives and what they have accomplished and the passions my grandma and grandpa had. My mum has a heartwarming and sometimes sad story and I want to tell her stories in this documentary so other Khmer people and New Zealanders can hear. I plan to use a lot of archival photos of my mum and her siblings when they were younger and stories; an example of a story is my mother's family being split up during the Cambodian Genocide.

Pitch:**The purpose of your documentary (the message or the effect on the audience beyond the details)**

The purpose of my documentary is to give my mum's story and hardships from immigrating to New Zealand. My mum has unbelievable stories which led her to make the decision to move her entire family to a whole new country; a place which is unknown to her. I want my mum's selfless message of her giving her children a better life and better opportunities which hardly benefit her. I want my documentary to move the audience emotionally, let my friends and peers understand a new perspective. To feel a story they haven't felt before.

Why it would appeal to your target audience (your family and other New Zealanders).

It would appeal to my target audience because my family and other Kiwi's in two different ways. This documentary would specifically appeal to my family because I feel like we rarely talk about how it was moving to a country hundreds of thousands of miles away, I want to make them feel accomplished and proud of my family being first generation immigrants. I hope to share it with my family in Cambodia so they can see how far my mum has gone and how hard she has worked. My documentary would also appeal to other New Zealanders

②

Who the main "talent" would be

My mother, XXXXXXXX XXXXXXXX.

How you will structure the documentary - for example will it be

- Events that led to the cause of wanting to move from Cambodia to start a new life, some type of call to action.
- Why my mum wanted to be a New Zealander, why she chose New Zealand instead of Australia or America.
- Figuring out living situations, flying a 4 month old and 7 year old over (it being a more than 12 hour flight).
- The challenge of not speaking fluent English and having no family here. From this challenge, what they did to overcome it was taking English classes and meeting people from there.
- I want it to end with what my mums favourite parts of living here is and if she plans to move back to Cambodia.

The main information or events you would want to present

The main event I want to present is the guilt and worry my mum felt leaving Cambodia, as she was leaving her entire family to a country where she has no family. The events that led her to make the decision to move for a better life like how there are rarely good jobs to have in Cambodia, a low rate of police and ambulance service and medical care isn't a priority in Cambodia like how it is here. Main events like being on the plane, what our first house was, learning english and how she is now.

①

5+ documentary conventions you wish to include:

1. archival footage/material
2. interviews (experts, family/friends)
3. external/internal conflict
4. music to affect mood/tone
5. Handheld shots

③

Other content you plan to include

I plan to use recent images from when we last went to Cambodia in 2019, I want to use it near the end of the documentary to show that our family is still so close and that we visit them every 3-4 years.

④

What camera/phone you plan to shoot on

I plan to shoot using our family camera, I don't know exactly which type it is but if I am not able to use it I plan to film it on my Iphone XR.

Where most of your filming would take place.

All my interview footage is planned to be filmed at home in our living room as I want the documentary to feel very relaxed and "homey".

Summarising the concept:

"XXXXXX's story" – XXXXXXX XXXX realises Phnom Penh is not the city she wants to raise her children in, she prays for a better future for them. One with more opportunities, one with less violence and danger. After her traumatic experiences in Cambodia she sets her plan to move her two daughters with her husband to New Zealand.

Treatment: Make sure your treatment is suitable for your target audience.

Methods of research (eg internet, family records, interview, word of mouth):

5 My methods of research will be from word of mouth/interview meaning I will sit down with my Mum, XXXXXXXX to get background information for stories and facts that I will need in my documentary. I also plan to ask for family records of my mum's side of the family; like a family tree, Cambodian documentation and the documentation we got from when my whole family got our New Zealand citizenship. (whole family meaning my mum, my dad, my sister and I).

FIVE or more documentary conventions you plan to use.

- Archival footage/material

3 My mum's Facebook page is a treasure chest full of archival footage and images like highschool photos of her which have now been digitally uploaded and videos of my sister and I when we were children. I plan to use archival images of her and her family before she had kids and lots of footage of when we first moved to NZ like my sister and I playing in our first house in XXXXXXXX. I feel as using archival footage will be a good way to connect the viewers more into the conversations we have during the interview

2 and since my target audience is my family they can connect as they also watched me grow up through videos and images. 31/03 As the documentary might be shown at school, and needs to be suitable for a wider audience of New Zealander's, I'm going to avoid too many images of my sister and me as children and focus more on my Mum's family life.

- Interviews (experts, family/friends)

I chose interviews as my main form of content as I am interviewing my mum in Khmer so the target audience can understand more. There will also be subtitles so non khmer listeners can understand too. I felt the interview would be the smoother way to convey my mum's story as she can be more vulnerable and would make the documentary more genuine. 01/04 Mum switches between Khmer and English sometimes, so we will need to rehearse the interview so that it is fluent and understandable.

- External/internal conflict

My mum experienced a lot of external and internal conflict like the khmer genocide where hundreds of Cambodians were killed and the internal conflict of having to move from the only place you knew for 28 years to across the world where you don't even speak the language. I feel as if my target audience would be able to understand and relate in a way to the conflict my mum faced. 31/03 Mrs XXXX has pointed out that it might be hard to show this internal conflict. I'll use some specific shots to capture

7 Mum's expressions when she's talking about the genocide and moving, like close ups. This will mean I need to refilm some of the footage a few times to use different camera positions.

- Music to affect mood/tone

I wanted my tone of the documentary to be very "homey" so I have chosen music as a way to manipulate the tone so the audience can understand the vibe of the documentary more.

31/03 I'm not sure if I will use Cambodian music or NZ music or a mix.

- Handheld shots


There will be quite a few handheld shots and I felt this would be a great convention to use in my documentary as it would feel more like an at home documentary rather than a very serious documentary. The atmosphere will be made comfortable by the use of this convention as it makes it more homey.

Discussion of the narrative or storyline:

The narrative/storyline will begin with me introducing my mum as the greatest mother in the world, which is pretty generic but I'm doing this strategically as I want the audience to think this is somewhat of a cheesy mother daughter documentary when in reality it is the hardships of being a first generation immigrant. I plan to get mum to speak on her growing up in Cambodia, how she lived through the Khmer genocide which killed hundreds of Cambodians. What her goals and passions were in life. I want to give a lot of background information on why she chose to move to NZ and why she chose not to stay in Cambodia. She will then go on to talk about the immigration process, getting our citizenship and what she struggled with when she first arrived. I plan to end the documentary lighthearted with how she loves it now and tie back to the start about her family and talk about how she is still close with them now.

5/04 More research and I've realised I need to hook my audience better in the beginning and use something engaging to grab them. I think this might be talking about moving to NZ at the start and how hard it was.

A summary of what the viewer can expect to see, hear or learn about in each minute of the documentary:

Timing	Video	Audio
0-30s		<ul style="list-style-type: none"> - Montage of images of my mum - With only archival images and home videos of her alone or with my sister and I.
30-60s	"Homevideo of mum and [redacted] swinging on a swing" and "Clips of mum when she was younger around early 30's".	Mum will start to speak - this will be the first time we hear her voice. I will take audio from interviews for this part to put over the archival footage. I will ask her a question like "What were you like when you were younger?" or "What did you want to be when you were older".
60-90s	This is when we will first see the interview footage with mum. I will use a medium long shot or a medium close up during the entire interview.	This is when I will start to ask mum why she didn't want to stay in Cambodia. What events like marriage and children changed her mind on staying in Cambodia.

Locations:

Our home, areas like:

- Kitchen
- Living room
- The garden; front of house
- Karori Park
- Botanical gardens

[See test shots here](#)

9/04 the lighting is going to be a problem in our house, so I need to make sure we can get the lights from school in the holidays. The test shots aren't good.

Props:

- Archival photos of mum and her family
- A photo album
- Cup of tea
- Knife, vegetables for cutting vegetables for kitchen scene
- Chair

Cast & Crew:

- XXXXXX XXX - main talent.
- XXXX - me, director.

Equipment:

- Iphone
- Tripod
- Lamp for extra light / lights from school

Others include but will probably not be needed this time around:

- Hair/Makeup

Type of music and any audio considerations (voiceover, sound FX etc).

I plan to use traditional Khmer (Cambodian) music in the background faintly while the archival footage plays as it would appeal to my target audience being my whanau.

Music is a very important part of Khmer culture as many of our traditional dances are based around it and I feel as if it is very important to add into my documentary. It's an important convention as well that sets the tone and mood.

I'm going to do a short and brief voice over in the beginning of the documentary to capture the audience's attention. It will be me saying, "This is XXXXX, the best mum in the world."

20/04 this changed. I did record this, but didn't use it to start the documentary as it didn't sound right and when I asked some classmates about it, they thought it wasn't a good start to grab their attention.

Settings or locations.

I plan to film 95% of my footage at home, which is also the talents home as I would like the tone of my documentary to be homey and down to earth so it can be more emotionally capturing and I feel as my target audience would appreciate this more as they can focus more on my mum and her personal story than what's happening around her in the film.

I do also plan to add a few clips of her walking around the botanical gardens as it is one of her favourite places in Wellington and is a family favourite. I feel it would compliment the storyline and the tone of the documentary and appeal to my target audience as of course it is very pretty and very calming.

[Talent release forms done](#)

Potential Problem	Impact & Contingency Plan	Potential Prevention Methods
Phone battery runs out.	Not being able to film any new clips, having to cut off interviews and wasting talent's time while waiting for the phone to charge back up. - Prepare talent for what the question is so they have more time to think.	Have mum's phone as a spare camera. Making sure the phone is 100% charged by charging the phone overnight before shoot day /during breakfast. Carry a power bank. Plan to break halfway through the interview for a toilet/ tea time as I can charge my phone during this pre-planned time.
Talent cancels to shoot on a planned shoot day.	I am unable to film interview, causing me to have to wait a couple days to be able to shoot as talent has a tight schedule.	I can pre plan shoot days that are more suitable with talent. Make sure the talent

Interview questions:

What were you like when you were younger?

What did you want to be when you were older?

What didn't you like about Cambodia while growing up there?

~~What events like marriage and children changed her mind on staying in Cambodia?~~

When did she meet my dad?

How old were you when you got married? Where were you in your life when you got married? (meaning mentally and what she was doing for work and if she regrets getting married so young.

~~How many brothers and sisters did you have?~~

~~Were you all close?~~

What were your parents like? What did they do for a living?

Were you always with your family?

What do you miss most about your parents? And do they inspire you to be who you are to this day?

Why did she leave Cambodia?

What inspired her to move to New Zealand?

I didn't need to ask these questions as the answers were attached to other questions.

Owner or producer information for any music, still photos, archival footage or sound FX you plan to use.

Owner of archival footage: XXXXXX XX and XXXXXXXX XX/

Music: Khmer Traditional Music (Mohori) -

<https://www.youtube.com/watch?v=rUiztYyT1oE> - ong chheang youtube channel.

Production schedule:

10-12 May Doco design and plan due 5PM 12 May
3-14 may Start doco production; editing activities in class
Rough Cut due before 4 June (Teacher only day)
15 – 29 March Planning stage 1 Camera skills
1 april Checkpoint 1 on plan
9 April Checkpoint 2 on plan
12 – 16 April Test shots and some filming. Choose music and archival footage
20/21 April Film mum
14 – 28 may Editing doco in class
11 june Doco due Friday 11 June

11

Style

Explain in detail the kind of atmosphere you will create and how you intend to use equipment and conventions to create this style. For example, in an action film trailer, rapid shot transitions will convey a tense atmosphere to the audience.

I am going for a calm and emotional atmosphere, not one which feels chaotic or scary, one that feels emotionally free and safe. I am going to use the conventions of archival footage and handheld shots to help create this style. I feel as they would help as in a few documentaries I have watched on peoples stories they have a lot of handheld shots to shake off the tense professional atmosphere and create a more down to earth one, mixing with the use of archival footage where you are able to see the person when they were much younger and think of the emotional toll they had or were about to go through.

12

Some of the interview could be used as audio over the archival footage. I could extract the audio only from some of it and that helps crate the style I want, which is supportive and relational.

Provide a detailed explanation of the tone of your documentary, and how you intend to use equipment and conventions to create this. For example a voice-over in a documentary suggests an informed and serious tone to the film.

The tone of my documentary is very down to earth and "homey" in a way of feeling the energy of when you have finally settled into a new school or new home. Feeling more free and more safe, I have used one on one interviews in my documentary to suggest a less serious tone to my film but a more stable and down to earth tone. I have used the location being the talents actual living room to help suggest this tone as it is much more of a personal setting and a very vulnerable space.

Explain in detail why your stylistic approaches are appropriate for your brief and your target audience, including how it will appeal to them.

My stylistic approaches are very appropriate for my brief and target audience as it is barely going out of the box film wise and stuck to a very safe and casual tone and style. My documentary is to tell the story using the vulnerability of the talent sharing her story and the minimal different locations so the audience will not get distracted by anything else. I feel as though my stylistic approaches are very appealing to my target audience as the energy and tone of the documentary isn't something that is out of the ordinary but still is one where you feel a sense of warmth when you watch, one where your heart feels happy and you feel a sense of relief at the end. My target audience is mainly my family and friends back home as they don't know much about New Zealand and may not be as close with my mum anymore, so the tone of this documentary will allow them to understand, listen and relate which is what I aim for.

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My audience is also my classmates and other students at my school as the documentaries will be played at lunchtime. So I have made sure that the style will appeal to them by having traditional music to help them understand the culture and changed some of the questions.

Photo Board for any planned sequences/b roll:



12

	Grade Boundary: High Achieved
4.	<p>For Achieved, the learner needs to produce a design and plan for a developed media product using a range of conventions.</p> <p>This involves:</p> <ul style="list-style-type: none"> • including design choices that meet the requirements of a given brief • incorporating a range of key features of the medium and/or genre • identifying practicalities that may affect the production process • identifying milestone dates and resources required to complete pre-production activities • demonstrating evidence of reflection and reworking of ideas • having some appeal to the target audience. <p>This learner has produced a design and plan by completing a concept, treatment and pre-production activities for a short coming-of-age film. A complete concept (1) is included that presents an interesting story. The concept explains the purpose, characters and content elements, and introduces the target audience (2). A plot synopsis is provided that further develops the idea.</p> <p>The treatment (3) begins with a discussion of conventions which provide explanation about applying specific design choices (4). The ideas in the treatment are linked to audience appeal and impact (5). The learner demonstrates an understanding of conventions appropriate to the selected genre. Narrative structure and character development are briefly addressed as part of the treatment through prompts by the teacher (6).</p> <p>There is evidence of reflection and the reworking of ideas (7) as part of the production log changes. These refinements demonstrate evidence of design choices (4) and further develop the treatment. In some instances, practicalities drive the changes (8). Practicalities are documented along with milestone dates and resources (9).</p> <p>The feasibility study develops the treatment by drawing together a discussion of practical considerations with technical elements (10). This provides evidence of refinement (11). A re-drafted script provides further evidence of refinement (12).</p> <p>To reach Merit, the learner could add detail to the explanation of the intended effect or impact of the conventions on the audience. Music is identified as a significant convention (3, 4, 5). Further identifying different songs to be used at key points and outlining license considerations as part of the design and plan process is required. This could offer evidence of the impact of choices and address practicalities around their application in the final production.</p>

Y12 Media Studies – 2.5 – Coming-of-Age Brief Template	
Production Brief:	
<ul style="list-style-type: none"> ● Make a Coming-of-Age styled short film of 3 - 7 minutes in length. ● The intended audience should be teenagers / young adults aged 15 - 18 years old. ● No offensive language / gratuitous drugs - alcohol / self-harm - suicide / graphic violence elements in your film. 	
Concept	
1	<p>Findings of survey research:</p> <p>The research that I conducted Shows that people between the ages of 15 to 18 favourite narrator elements was relationship drama. The 2nd most popular answer was attempt to fit in, get friends or be popular. The 3rd most popular answer was the protagonist having an identity crisis and working out who they are.</p> <p>The characters that they like to see the most were misfits / rebels / outsiders. Tthe second most popular answer was a best friend love interest and thirdly dumb blonde character</p> <p>For the Common settings that they like, the most popular answer was school then family home and then teens bedroom</p> <p>'Elevator Pitch' product concept outline:</p> <p>When a boy loses his mum He is struggling to comprehend what is happening and keeps having flashbacks for the last trip that he went away with his mum an away. When he getting idea from one of his mentor which will help him Turn his whole life around.</p> <p>How my concept appeals to and is appropriate for the target audience and the production brief:</p> <p>This relates to the target audience because people might have lost someone Like Grayson and are struggling to Stop blaming themselves. Grayson has recently lost his mum and is struggling so he uses music as a coping mechanism. This could be useful to Target audience and maybe this could help them as well. The target audience would like the protagonist to have an identity crisis and work out who they are.</p> <p>My short film relates to the production brief because it doesn't have any drugs or alcohol/self-harm - suicide/graphic. Also, it will appeal to the target which is people between 15 and 18.</p>

Outline
<p><i>The outline is the expanded narrative development of your concept. It is like a short story, detailing the narrative flow of your film. You may want to mention particularly important shots – but avoid going into too much detail. The narrative is the most important thing.</i></p> <p>As Grayson walked to school he put on his headphones to relax. He didn't really like school but He's always loved music. It helped him to escape and he was very very good at producing it. Grayson recently lost his mum and is struggling with that. Grayson has flashbacks to a family trip with his mother which was the last trips</p> <p>Flashback of Grayson and his mother walking on a beach</p> <p>This was the first day of school since he lost his mum. The first subject that he had was music. He was struggling and he didn't want to be the kid who just lost his mother and for people to feel sorry. As he walked into music class he felt the whole class staring at him. When someone came up to him and said,</p> <p>"I am sorry to hear about your mother."</p> <p>"Thank you," said Grayson</p> <p>The teacher then started playing music Grayson and started to have another flashback that reminded him of another trip that him and his mother had.</p> <p>At the end of the listen, Mrs Morgan, his music teacher called him over and said</p> <p>"I am so sorry to hear about your mum when I lost my dad when I was 20 It helped me to write a song about him to remember all the good memories I had with him. I would recommend writing a song as well as it could help you get out your feelings."</p> <p>Something clicked and Grayson's head when he heard that. When he got home from school he stayed up all night writing a song about her. He remembered all the good times that he had with her and all the things that she'd like to say. Once he finished the song he smiled the first time you smiled in months. When he got to school to show the song to his teacher that he composed she smiled and a tear ran down her face.</p>
<p>Convention 1: - Music – pop / indy</p> <p>How this convention will be used in my Coming-of-Age film.</p> <p>Music will be used by setting the scene in the short film like when Grayson will put on his headphones to escape from the real world and from his problems. This will also show how much Grayson likes music. It also will be used throughout this short film.</p>
<p>What is the intended effect of this convention on my target audience?</p> <p>The reason why I'm using music is that I think that most teenagers nowadays really enjoy listening to music and music is a big part of our culture. Also, they can relate to this by putting on music when they don't want to talk to anyone or when they've had a bad day. Music was something that linked him to his mum, and as a teenager, he chose to write a song that was in the style teens like.</p>

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Convention 2: Typical settings of school, teen bedrooms, shopping centres

How this convention will be used in my Coming-of-Age:

4 This will be used in my coming of age film by having most scenes at school but some at home. It will also be used when Grayson is walking to school. He will walk through a nice park with trees and things to school.

What is the intended effect of this convention on my target audience:

5 The intent of using this Convention on the target audience is to set the scene to show that Grayson is young to show that this is a coming-of-age story where he is going to start to grow up into being an adult. Coming of age stories often happen in schools because that's where young people learn, which helps them grow up.

Convention 3 : - Narrative themes of relationships, home life, illness / death, friendship.

How this convention will be used in my Coming-of-Age :

4 This will be used when Grayson's mother dies in the short film due to illness. It will not be clear what that illness was or how she died though because it is a short film of only three minutes. He will be struggling with it throughout the whole film. Grayson will be portrayed as lonely and alone because he is struggling, His dad isn't in the story, leaving the audience to wonder where he is?

What is the intended effect of this convention on my target audience:

5 This will be used on the target audiences to show how different people cope with different things like death and how about overcome that. Grayson will grow up a little bit because of the challenge. I'll use different camera shots to show how he changes in a short time (maybe looking older once he's written the song?)

Convention 4:- - Bright/cheerful colours used in a range of light tones, very little black used – high-key lighting (little contrast within the shot)

4 This convention will be used in my coming of age short film because when Grayson is having flashbacks, the colours will be bright and cheerful to show that Grayson is very happy and when it cuts back to real life the colours will be dark and Grim. This will be used to show that Grayson is sad, depressed and in mourning. Towards the end it will become brighter again.

What is the intended effect of this convention on my target audience?

5 The intent of using this is to show when people lose someone they get a dark shadow over them and when they have flashbacks to them they remember all the good times.

ACT 1



Grayson will be walking through a forest to school. He will have his headphones on with the camera facing him.

You are seeing the eyes from Grayson's perspective. He recently had lost his mother so he is sad and struggling with that.

The catalyst will be shown with flashbacks throughout the film to show all the memories that he had with his mum

The colour filter of the first scene with a dark colour and not a lot of colours but when he has flashback the colour will be bright and colourful.

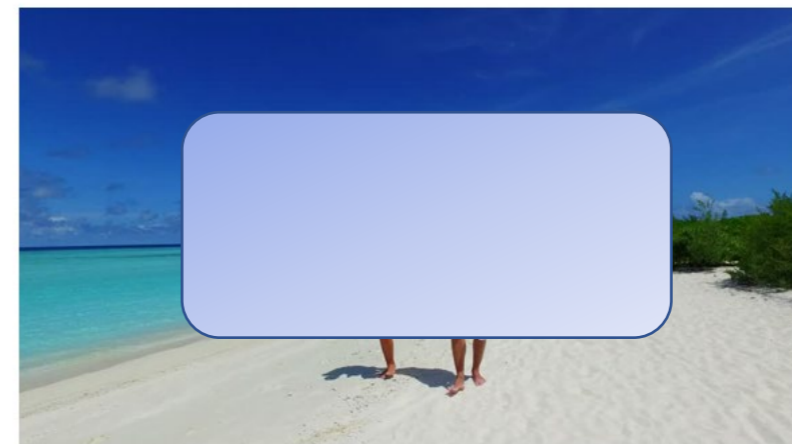
ACT 3

1. How does all of this resolve? What is the "happily ever after" (or not)?
Yes and No. Yes It helps him with all his emotions to write the song but no because it doesn't bring his mum back.
2. Make a statement about either the pace, the soundtrack, or something visually distinctive you will use in this act or in the credits (eg a prop, a colour filter, or an interesting shot type - not a midshot).

The colour filter will be bright and colourful so it shows that he is starting to get happier again.

2.5 production log- changes

I'm not using a forest anymore because the lighting in the bush isn't going to work very well at all. I tried to do some test shots before filming and everything just looked too green and dark. Grayson is supposed to be in the rain and even without it being a cloudy, raining day it was just too dark. So I have changed it to a street and alleyway.



This shot will be used when Grayson and his mum are on their holiday and them walking down the beach (Not holding hands). This will be bright with high exposure to show that he is happy.

2.5 production log- changes

Grayson was going to walk on a beach with his mum on holiday in the flashback, but I have decided to use a city street instead. This means we can film in Wellington – during the weekend and get the city feeling vibe. I will film in Cuba Street as its really colourful there and it will look busy.

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2.5 production log- changes

I've changed the flashback scenes again and changed my script because I want the rain to link the two first scenes. I realised that the bright busy street wouldn't work well because there's too many people and we didn't want them in the film. So we went to Lambton quay to film where it was quieter because it was raining.

Actor Name:



Description of location :
This is the Colonial Knob Walkway in Porirua. This is a walkway with lots of trees and a beautiful atmosphere.

Contact details: (cell phone number, email address)
Character role considered: Mother

PROS of the location :
Good atmosphere
Beautiful
Has a walkway to shoot the video
Lots of trees
A Forest

PROS of the actor for this role:
- Right Age
- Okay at acting
- Good height
- Available

CONS of the location :
Low light
People on the walkway

CONS of the actor for this role:
- Lives in

Prop / Wardrobe item	To be used?	Source?
- School Bag	Will be used when Grayson's at school	I'll be able to ask someone to use their school bags at school or I could just use mine
- Computer	Will be used when Grayson's at home typing the song on his computer	I could ask to borrow one from the library for a short period of time
- Headphone	Will be used when Grayson's is on his	I have a pair of headphones what

9

Practicality Study
Practicalities: Identify potential issues that could occur during the shooting/production of your short film, then explain what you would do to mitigate/reduce the impact of these things occurring.
Potential Issue #1: BEING IN LOCKDOWN AND UNABLE TO LEAVE THE HOUSE
Action response: If this Continues to happen I would have to postpone the filming of the short film to a later date maybe in a few months time where hopefully we will be able to go out and film at school or at other places
Potential Issue #2: Someone gets sick
Action response: Try and find a replacement for them as soon as possible If not try and film another scene where they are not needed.
Potential Issue #3: The weather is not as I expected or not as I want
Action response: Try and film another scene which involves been inside so I'm able to get that part done Or try and do another scene

9

W e e k 3 (L I e r m 2 - W 3)	Go to Colonial Knob Walkway To film The Forest scene		Film The exteriors scenes at school	Film The exterior scenes at school	Film The exterior scenes at school	Film The exteriors scenes at school	Film The exterior scenes at school	-ALL OUTSIDE SCENES SHOULD BE DONE
W e e k 4 (L I e r m 2 - W 3)	Look over the exterior scenes to make sure all the shots are how I like them	Look over the exterior scenes to make sure all the shots are how I like them	Film the interior scenes at school	Film the interior scenes at school	Film the interior scenes at school	Film the bedroom scene with computer	Film the interior scenes at school	ALL THE INTERIOR SCENES SHOULD BE DONE

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<p>Feasibility study #1:</p> <p>I plan to have a shot where Grayson walks into a full classroom with the student and then the whole class turns their head and stares at him at the same time</p>
<p>Process to create:</p> <p>I need quite a few people in this scene for the class. I don't need too many people when the students turn their head and looked at him.</p> <p>A. Just do a scene where there are only 5 people in the class what the audience see. To show that there are more people in the class I could do some voice over with people chatty quietly and as soon as he walks into the class the chatting stops and the five people look at him.</p> <p>B. Ask some people to volunteer to be in the short film to represent the music maybe I could talk to one of my teachers to do a quick scene with the students at the start of the lesson. If Grayson can't be there then I could work around that by only showing the students then edit him in later.</p>
<p>Overall feasibility:</p> <p>These are both all good ideas but I think A. would be the best as it would be easier to do. We could have a few cameras in position to try and get more shots and different angles. This could be an establishing shot of the group, a long shot of Grayson (walking in), close up of his face when the talking stops. Mid shots of the group and maybe a few closeups on their individual faces. We'd need to make sure the cameras weren't in any of the other shots if we're using different camera positions.</p>
<p>Feasibility study #2:</p> <p>I plan to have a shot where Grayson is Walking Through A Forest/walkway to the school when it starts to rain. For this, I would need there to be rain to shoot this part of the short film.</p>
<p>The process to create:</p> <p>I would need to go to the forest when it's raining. I would also have to keep the camera equipment dry so it doesn't get wet</p> <p>A. Go to the forest when it is cloudy but no rain. After I've shot the scene then I could put water sound effects over the scene to show that it is raining. This will ensure that the camera equipment doesn't get wet because there are lots of trees around you might not even be able to see the rain in the first place.</p> <p>B. Look at the weather forecast to see when it's raining. Plan ahead to go on that day when the weather looks like it's going to rain. To make sure that the camera equipment doesn't get wet I could put a plastic bag over it or worse comes to worst then I could use my phone as it's water-resistant</p>
<p>Overall feasibility:</p> <p>I think b would be the best thing for this as I think the outcome would be a lot better and it would look more realistic. I didn't end up filming this scene as it was too unsafe to film it. I checked out the location and we needed lights because with the trees it was too dark. If it had been rainy and cloudy and it would have been even more dark, so lights were needed. We filmed him walking down the street instead.</p>

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The Lonely Boy' - Legalities Statement - [REDACTED]

1. No copyrighted material will be used in the creation of the 'The Lonely Boy' short film.
2. A release will be obtained for all actors participating in the 'The Lonely Boy' short film, and for all locations used.
3. No money will be made from the creation of the 'The Lonely Boy' short film.

1ST DRAFT

12

FADE IN:

EXT - FOREST - DAY

GRAYSON is walking to school in a forest. He could hear the sound of the wind blowing and the rain hitting the ground.

As Grayson was walking through the forest he soon passed a graveyard. He turned his head and looked at it. He then turned his head away and began to walk faster.

As he was walking through the forest he could hear the rain, which reminded him of a trip that him and his Mum went on.

EXT - City -FLASHBACK

Grayson has a flashback to him and his mother walking through a city. It was raining so there were not many people around.

MUM

Gray This city is so beautiful even on a rainy day. It's so

FINAL DRAFT

12

FADE IN:

I EXT - STREET - DAY

GRAYSON is walking to school in an alleyway. He sees the trees blowing in the wind and the rain hitting the ground.

As GRAYSON is walking along the street he passes his mum's best friend's house. He turns his head and looks at it. He slumps, looks away and begins to walk faster.

It starts raining more heavily, music is playing through his headphones, and a song comes on that was a favourite of his and his mum's that they listened to whilst on a trip together.

II EXT - City -FLASHBACK

Grayson and MUM are walking through a busy city. It is raining and the streets are fairly quiet. GRAYSON is wearing headphones with the song playing from Scene I. MUM pulls off his headphones and the music from the song is audible in the quiet street.

MUM

Gray. This city is so beautiful even on a rainy day. It's so different from home and it's a lot bigger.

GRAYSON

I know MUM, it's so Beautiful. I think, the rain makes it look even better

MUM

I think so too Gray

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the learner needs to produce a design and plan for a developed media product using a range of conventions.</p> <p>This involves:</p> <ul style="list-style-type: none"> • including design choices that meet the requirements of a given brief • incorporating a range of key features of the medium and/or genre • identifying practicalities that may affect the production process • identifying milestone dates and resources required to complete pre-production activities • demonstrating evidence of reflection and reworking of ideas • having some appeal to the target audience. <p>This learner (shown in pink) has produced a design and plan by completing a concept, treatment and pre-production activities for a music video. A straightforward concept (1) is developed that identifies conventions (2) to appeal to the target audience (3) in a humorous and light-hearted way. Some, limited refinement is included (4).</p> <p>Further information about the target audience is introduced (5) through a survey. These ideas are incorporated into a brief visual treatment (6) with some design choices briefly explained (7). Conventions of the medium and genre are introduced and explained (8). There is an attempt to link this to audience appeal “<i>help the audience be engaged</i>” (8). This is linked to a brief reflection about the choice of locations and colour grading (9).</p> <p>Location scouting is documented and justified as an element of the overall design (10). The reworking of ideas is demonstrated through the explanation of the use of the “<i>establishing shot from Bluff Hill in Napier to make it clear for our audience where the music video was set.</i>” (11).</p> <p>Test shots, the explanation of character elements and a discussion of narrative structure all add to the development of the treatment and demonstrate the application of conventions (12). Practicalities and milestone dates/resources (13) are included to support the concept and treatment.</p> <p>For a more secure Achieved, the learner could further develop the concept to present a more original idea. The application of the conventions to appeal to the audience could also be further developed.</p>

Our group concept:

A one sentence explanation of your music video. This sentence must include the type of music video, the music genre, an indication of your concept and why it will have audience appeal.

1 I'm Still Standing by Elton John will be an upbeat, humorous and feel good music video that will make the audience laugh and to catch their attention by using conventions as well as the variation of scenery and colours. The audience interest will be drawn to the humor and the clothing of the actors in the music video.

An outline of the music video. You need to describe the structure and how the music connects with the visual elements. Consider conventions.

We want to make a parody of the original song but add in our own variety of shots and costumes of the actors because this is a performance music video. We will follow the structure of intro/verse/chorus.

2 Our music video will consist of five conventions (underlined), Varied Locations & settings - we will film it at the beach in Ahuriri and around Napier. The lyrics will often be reflecting the visuals of the music video. Lighting - the lighting of the video will be natural and bright as this is a convention of parody music videos. Editing - editing of the video will have jump cuts to match the beat of the song as well as this is a convention of the medium. Type - Our music video will be a performance type of video and have choreographed dancing.

How and why the concept will appeal to the target audience. You can link to your peer feedback/survey to support your points.

3 According to our survey, most people liked the idea of where we were planning to film (the settings) as well as the idea of doing a dance/performance type music video that is a parody. The survey read that we needed to work on our dancing which is what we will try to do in the build up to filming. Lastly most people liked that we were doing an Elton John song, overall our feedback was relatively good and backed our ideas of what we were planning on doing.

The purpose of our music video is (consider the message/effect on the audience etc)

The purpose of our music video is to help the audience have a good laugh and to grab their attention to the variety of conventions we use as well as the particular locations we will film at. We're telling the audience that it is OK to be who you are and that bad things will happen along the way, but that there's still good in the world.

The tone of our music video will be...

The tone will be upbeat humorous and all round enjoyable

4 Updates to concept - give reasons for decision(s) & changes, revision, response to feedback etc.
We will create the humor through different styles of choreography, over the top and bizarre costumes and facial expressions.
We will buy costumes from the op shops which are low priced and we can find lots of things to use throughout the video.
The actors in the music video will just be us and our mates.

Survey - Create a google form survey for your target audience.

Share the link for your survey with your teacher so they can post it to the class. Paste a link to your survey here: link removed

Analysis of survey results

Results	What did the audience want/respond with? Why? How can we alter our plans to target the audience?
The average person who took our survey was 16 most liked pop and the most common thing that appealed to people was the location of where it is being filmed. Most people liked the idea of filming in Napier, the idea of a dance type music video and lots of people liked the idea of using an Elton John song.	Some people said that we might need to practice our dance moves. We could alter our plans to the target audience by adding in the POV shot at some point during our music video because it was the second most wanted shot behind natural framing. The rest of the results suited our original planning and based on the survey our music video will appeal to our target audience.

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TREATMENT: How you will create your media product

Visual Treatment

Audience experience during the video & your purpose in creating it
our purpose for making this music video is to help people have a laugh and genuinely just feel good. The aim is to give the audience an experience of laughter and a feel good vibe.
Brief outline of Scenes
Scenes will be reasonably quick and will involve dancing, actions representing the lyrics and natural lighting throughout.
Overall tone and visual look of the video
The tone of the music video will be cheerful and comical. Visuals of our music will be all over the place with the variety of different colours throughout the video as well as a choreographed dance performance.
Impact of sound
An uplifting sound that will make people have fun and enjoy
Characters / Action
Rip off, raggedy Elton John with similar actions from the original music video
Mise-en-scene
Cheap op shop costumes, filming in Napier/ahuriri, a plastic sword/walking stick/several pairs of sunglasses, actors will be 'Elton John' and a dancer
Editing pace
While editing, we will make quick cuts between different types of shots around the location as the beat of the song is rather fast paced
Visual effects
We are going to add a yellow tint throughout the video to add effect
Titles & Fonts - anything else
I'm still standing in Redressed font

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Updates to visual treatment - give reasons for decision(s) & changes, revision, response to feedback etc.

Chose redressed as the font because it looks nice and elegant and is captivating to the eye

AURAL TREATMENT

Music/sound effects we will use <u>Remember to consider the following aspects</u> - genre of music video - lyrics - editing to suit the music / appeal to audience - other sound effects / diegetic sound	Why we are using them and how they will appeal to our target audience
1. The genre of the music video is a performance type 2. One of our 5 conventions was in some of the music video to edit the video to the beat of the music	1. We chose performance as our genre of music video as we feel it will appeal to our target audience with the different costumes and variety of dancing. 2. We are using this convention because it gives a different effect to the video and it will appeal to our target audience as it is satisfying to watch and listen.

7

Updates to aural treatment - give reasons for decision(s) & changes, revision, response to feedback etc.

We chose the genre of our music video as dance/performance because it gives similarities to the original and we feel we can make the dancing into a humorous manner.

Convention - what is it? Why used?	Examples of how you'll use it in your video.	Why will the examples appeal to the target audience?
Editing to the beat of the music for emphasis on location change.	The jump cuts we are using between different locations will be on the beat of the music. We will use this towards the end while the song carries on singing 'I'm Still Standing'.	This will appeal to our target audience because with all the jump cuts it will keep them engaged and interested in watching the music video.
Varied, interesting locations	Using our quick jump cuts to change the different types of locations including Ahuriri Beach, the gardens, the boardwalk in Ahuriri and the Napier Pier during the video. This will be used at the start to establish the music video's atmosphere and get the audience engaged as soon as possible.	Because people will recognize and be able to picture where we are and they will be able to relate to where we are filming. This is appealing to them as Napier has a great variety of beautiful scenery.
Lyrics representing the visuals	We want to use actions and act how the lyrics are said. This will be used during the lyrics of 'You'll wind up like the wreck you hide behind that mask you use', the video will show people with white masks on, a photo of this is in the storyboard.	So that people will be able to understand the lyrics more and get a better idea of the meaning. Using this also enables us to add humor to the video.
Lighting	Try to use as much natural sunlight as possible as it is a humorous parody. In the scene at the end when 'Elton John' is playing the keyboard in the sunset, we will be using natural lighting.	We want to use natural light so the video feels more natural and upbeat.
Performance	The actors are going to at least try to dance even if it isn't pretty it'll do. Examples of this will be at the start at the gardens by the Soundshell when we have a 180 degree shot.	Our performance music video will appeal to our target audience as it will be entertaining and humorous to watch.

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Updates for conventions - give reasons for decision(s) & changes, revision, response to feedback etc.

Our reasoning for these conventions are because we feel that all of these will help the audience be engaged and will constantly appeal to them. For example, with the location convention, the targeted audience for the music video will know where the video is based, this will give them a sense of relation to the music video.

9

We responded to feedback by giving reasoning behind why the locations we are using in Napier are appealing to the target audience and how we are going to add a yellow tint during editing for the music video - 31/03

Location Scouting

Setting - include photos of each location	Used in which scenes	Location: address/description/images	Justification of location choice - Why?	Permission to use?
	At the start when music is building into lyrics	Gardens and flowers by the Soundshell in Napier	The Gardens is nice place to film as it isn't normally busy and the flowers have bright colours that will stand out in the background	All 5 of these locations are free to the public to use
	One of the end scenes during the seven 'I'm Still Standings'	Clocktower above XXXXX in Napier	The Clocktower is a useful setting/location to film as it is tidy and is a relatively nice looking building.	
	At the end of 'Elton John' with a keyboard	The Pier on the beach in Napier	This is a great place to film as on the pier itself you have an amazing view of the ocean in the backdrop	
	The opening scene and the scene with the first lyric of the song	Ahuriri Beach	Ahuriri is a close enough comparison beach to the one Elton John used in the actual music video of 'I'm Still Standing' We chose Bluff Hill as a filming location because it has an amazing view of Napier and is a great establishing shot for the start of our music video	
	Last scene of the build up of music to the song	Bluff Hill		


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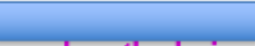
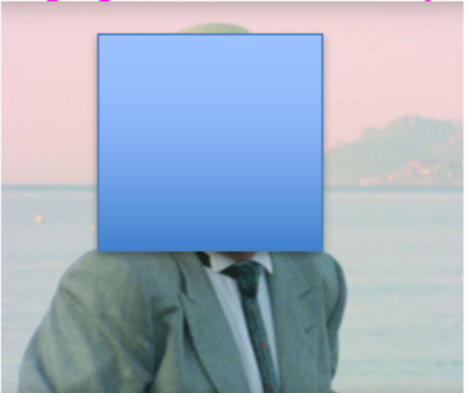

Updates for locations - give reasons for decision(s) & changes, revision, response to feedback etc.

People recognize these places and they also have a similarity to Elton John's music video. These locations were chosen as they all are public spaces, therefore we don't need permission to use them and our target audience will know where we are filming. We decided instead of filming at the soundshell for one of the opening scenes, it was better to have an establishing shot from Bluff Hill in Napier to make it clearer for our audience where the music video was set. We were able to use the soundshell at a later point in the video with Elton dancing on the stage.

11

Test Shots - use actual shots

Shot - include photos/screenshots/links to each test shot	Why we will/won't include it in our film	Any possible issues (lighting, equipment, actors etc)
	Our first filming session went <u>really well</u> with the natural lighting and bright colours. We needed to be aware of shadows because of the sunlight	The only issue we could face is the weather, and how much sun there is at different times of the day. We also had people wandering in and out of our set-ups. We need to make sure no one accidentally ends up in the background.

Character / performer profiles Include name, physical description, motivation, actions and any obstacles they face. You could also include pictures of your actors	Costumes/make-up/props for each character / performer what they reveal about the character? You could also include visuals.
<p>'Elton John' is both  Most of the actions will be based on the lyrics and body language will make him look upbeat.</p> 	<p>Both of us will be playing the character of Elton John wearing suits and hats. Throughout the music video each of us will appear wearing a variety of different sunglasses/glasses. This reveals the character is whacky and doesn't really care what he wears and is his own man.</p> <p>A couple of props he will use will be a walking stick (shown in the picture below) and a keyboard that will be used at the end of the music video on the napier pier.</p> 

Updates for characters - give reasons for decision(s) & changes, revision, response to feedback etc.

It made more sense to have one of us playing Elton for continuity reasons. When we did test shots it looked silly having two different actors. We changed to one actor only.




Type of music video (narrative, performance, abstract, other): Performance

structure chart

Structure	What will happen in my music video?
<p>exposition/beginning/normality</p> <p>How does it start? The music video starts of the actor being elton john walking towards a bench in Ahuriri</p> <p>What do we see at the beginning? 'Elton John' walking towards a park bench and looking out to the beach in Ahuriri</p>	<p>A presentation of some great scenery in Napier/Ahuriri as we represent lyrics into visuals and give our target audience a good time during our performance type of music video.</p>
<p>EVENTS</p> <p>What happens first? 'Elton John' <u>walking towards a park bench in Ahuriri</u></p> <p>What happens next? We have him turning around and lip syncing the first line and then the music video kicks off</p> <p>Then what happens? For the next minute we are symbolising the lyrics with the actions being made in the video</p> <p>Chorus #1</p> <p>Chorus #2</p>	<ol style="list-style-type: none"> 1. sound shell 2. napier pier - 'Elton John' playing keyboard in sunset 3. sound shell gardens - 180 degree shot 4. bluff hill - establishing shot at the start of music video 5. ahuriri beach - used throughout music video (main Location) 6. Ahuriri Boardwalk - Main place where 'Elton John' walks round 7. Napier Town Clock
<p>end/resolution/How does it end? 'Elton John' playing a keyboard in the sunset on the wharf/pier</p>	

Updates for structure - give reasons for decision(s) & changes, revision, response to feedback etc.

We realised that our structure didn't work with the structure of the song. We changed it so that he was on the Soundshell for each chorus as that's a convention.

		
<p>Shot: 'Elton John' walking down boardwalk with camera following him - dancers round him</p>	<p>Shot: Clown uses sword under 'Eltons' legs and he jumps over it - same tracking shot</p>	<p>Shot: Clown turns around - close up on clowns face</p>
<p>Audio: You're starting down the road leaving me again</p>	<p>Audio: The threats you made were meant to cut me down</p>	<p>Audio: And if our love was just a circus, you'd be a clown by now</p>

Updates for storyboard - give reasons for decision(s) & changes, revision, response to feedback etc.

Talked with sir about how we need a variety shot ranges eg. long shot, mid shot, close up shots

Pre Production responsibilities

The crew. Indicate who will be responsible for the roles:

- Director
- Production assistant (makes bookings, coordinates release forms etc) - **XX**
- Camera person - **XXXXX**
- Editor - **XXXXXX**
- Sound - just the song
- Lighting - all natural
- Actor(s) - **XXXXXX**

Equipment, props, costumes. This includes all filming and editing equipment.

A camera, Tripod, Clown costume/makeup, a keyboard, outfit from the op shop/k and lego

Location details:

- Where (Description and address) - **Around the Napier soundshell, on the pi napier and around/on the beach in Ahuriri**
- When (Date and time of day) - **Most of the video will be filmed during the m scene with the keyboard will be filmed while the sun is setting**
- Owner details if relevant

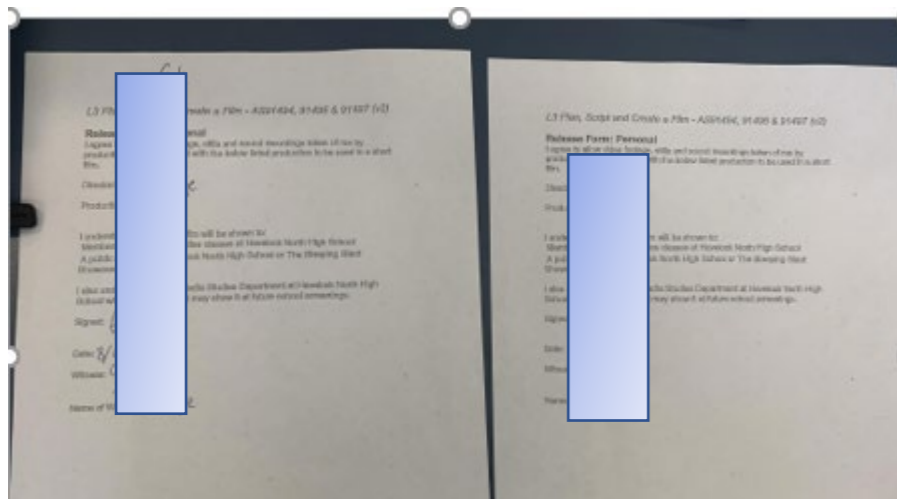
Potential risks

**We could end up getting to Napier/Ahuriri and it could be a very busy day which be too many people around to film.
Sunlight and shadows are a problem**

Costs (for example, costume hire, bus fare, koha)

Costumes, props and possibly bus fares – we can afford to spend \$15

Clearance forms. These could be required for actors, locations, music, sound FX - **include pictures of the signed release forms here**



Deadlines Calendar

Create a calendar of deadlines for your film and insert it below. Include dates for shooting, reshooting, editing, screening of rough cut, re-editing etc.

Date	Times	Action	Personnel	Location	Gear	Props	Continge
4/4	All day	Start filing	XXXX XXXXX	Napier	Camera costumes	Lego Piano Walking Stick	
5/4	All day	Finish filming	XXXXX	Napier	Camera costumes	Lego	

Need to find a another actor

PRODUCTION CONTINGENCIES

POTENTIAL ISSUES	WHAT MIGHT HAPPEN?	HOW CAN WE AVOID THESE ISSUES OR DEAL WITH THEM EFFECTIVELY
PRODUCTION TEAM ISSUES	Unable to get there	Try film on a different day
TECHNICAL ISSUES	Can't use cameras	Use phones
FUNDING/BUDGET ISSUES	Out of money	Make more by working
COPYRIGHT ISSUES AND	Music not what feature	Get them

S.W.O.T.S ANALYSIS

(Strengths, weaknesses, opportunities and threats – include strategies to overcome weaknesses & threats).

Add any updates for SWOTS under each category - give reasons for decision(s) & changes, revision, response to feedback etc.

STRENGTHS: work well together and have good communication
WEAKNESSES + Strategies to overcome them: it could be a struggle to get over to napier, finding costumes. To overcome these two weaknesses, we will need to sort out rides over there ASAP and find the costumes about a week before we film.
OPPORTUNITIES: We can explore napier and ahuriri in a more indepth way than we have before and making this music video can enhance our skills on making/editing films/videos in the future.
THREATS + Strategies to overcome them: unable to get to napier easily and film there, we will overcome this by sorting out rides over there a few days before to ensure we can film there.

Response to peer review of planning:

What feedback was given? What changes will yc make any new updates to your concept/treatmer

- We need to put dates on our updates though they ai
- Our concept is awesome alswell
- There wasn't a link to our survey
- Our convention were ample
- We could use more aural treatment
- Our location are pretty good
- We have no test shots

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the learner needs to produce a design and plan for a developed media product using a range of conventions.</p> <p>This involves:</p> <ul style="list-style-type: none"> • including design choices that meet the requirements of a given brief • incorporating a range of key features of the medium and/or genre • identifying practicalities that may affect the production process • identifying milestone dates and resources required to complete pre-production activities • demonstrating evidence of reflection and reworking of ideas • having some appeal to the target audience. <p>This learner has produced a design and plan by completing a concept and partially completing a treatment and pre-production activities for a short coming-of-age film.</p> <p>Survey results have been analysed to identify what might appeal to the target audience (1). The concept introduces the idea for the film and the characters with some discussion of narrative structure and resolution (2).</p> <p>Some limited information is given in the treatment where conventions are named and briefly discussed (3). The effect on the audience is introduced but not explained <i>“this will help appeal the conversation to the target audience.”</i></p> <p>Locations are identified (4) and a pros and cons list is provided (shown as excerpt). The ideas in the visual treatment are further developed by a discussion of the events of each act (5). The learner demonstrates some understanding of narrative development, character arc and resolution, linked to audience appeal. A brief discussion of visual style with one example is provided (6).</p> <p>Design choices such as casting and props (7) are included. Practicalities and solutions for them (8), along with a feasibility study (9) and legalities statement (10) are included as part of the plan.</p> <p>A completed script (excerpt 11) and partial storyboard (12) supports the learner’s attempt to shift the design from a conceptual idea to a completed media product.</p> <p>To reach Achieved, the learner could further explain how the selected conventions will be applied technically to ensure the successful development of the media product. Some reflection and/or reworking is also required to meet Achieved.</p>

Finding of survey results:

Looking at the results gathered from the survey done by members of the class and their friends/relatives. It seems that the most popular narrative elements tend to be a film that's narrative is relationship drama or an attempt to fit in the main character. My film is more on the side of "characters dealing with struggles" which was still a popular category. My characters will be a misfit, Unsupportive parent and supportive father which were all popular in the survey results.

Elevator Pitch:

Teen [redacted] returns from rehab and has to face the everyday struggles of his previous addictions. His father is unfortunately unsupportive and makes the teens situations worse as well as his bad-influence friends are trying to get the teen back into his old habits. However one teacher at his school is very supportive and will try to help the teenage boy overcome his struggles and support him through his battle.

Synopsis:

A 17-year old teenager is a former [redacted] who has spent the past year in a [redacted] center. In the first scenes of the film we see Jason arrive in a taxi back to his home and quite clearly his physical state is not the greatest. As Jason walks into his house quite slowly and dramatically, a dominant male figure is seen walking down the stairs. A long pause and stare down between the two occurs before the first line of the film is spoken by the male adult which is "Ahhh My disappointment of a son". It is now indicated that this is Jason's father (Tony) who is clearly unsupportive of his son. His father then proceeds to kick him out of the house by grabbing the suitcase in his hand and throwing it out the door. Jason is now homeless and needs to find shelter. In the middle of the film it is clear that Jason is sleeping secretly in the janitor's closet at his previous school. In the morning he is confronted by his two former friends (Axel & Neo) who are scruffy looking and quite clearly [redacted] almost immediately ask Jason to [redacted]. Jason refuses but Axel & Neo say that Jason could live with them if he regularly gets the three of [redacted] A former teacher of Jason (Mr Sullivan) overhears this conversation and encourages Jason to ignore Axel & Neo. Jason however feels the path with his two friends is the only path he can take. At the end of the film Jason walks up to a house where he meets with a shady looking character who is a [redacted] Just as he is about to [redacted] Mr Sullivan stops Jason and says "Jason there is room for you in our family, come live with me" Jason gracefully agrees and the closing scene is Mr Sullivan and Jason driving off in a car with cheerful music playing.

Convention 1: Protagonist approaching age of 18

How I will use this in my short film: My character will be at the high school age approaching the age of 18.

Convention 2: Flashbacks

The opening scene will be a flashback to establish the story and narrative of the short film. The flashback will be the main character (Jason) coming back from [redacted] because this will be the main storyline and narrative the film will be following

Convention 3: Setting of a school

Most of the short film will be based in a school, this is because it is Jason's first day back at school in months as he had previously been [redacted] The later part of the film will take place at a suburban house.

Convention 4: Over the shoulder shots

When Jason runs into his old bad news friends, a conversation will take place, during this conversation a lot of over the shoulder shots will take place and this will help appeal the conversation to the target audience.

Convention 5: Plot revolves around two characters

The film's main narrative will be the relationship between a high school teacher at Jason's school and Jason. Audience will see that the teacher is a very supportive teacher trying to get Jason out of his bad situation.

The Two main locations where the film will be set is in a school corridor which is suitable for capturing conversations happening between the characters in the film. The second main location will be at a small suburban house where Axel and Terry will live and where Jason goes to do his job for them.

Pros (School Corridor)

- School corridors easy to access
- Lots of space for camera maneuvering and shot selection
- Realistic setting for the film
- Multiple power outlets
- Permission is easy to get

Cons (School Corridor)

- Students are in there most of the time
- No curtains to block out sun
- Couldn't film after school hours

ACT 1

1. We are in a school corridor with a Over the shoulder shot of Jason looking down the corridor, School chatter will be heard as well as students hanging around the lockers, carrying books etc
2. We are seeing this through the eyes of Jason who is a teen with quite a rugged look. He will appear in the opening scene which takes place in a school corridor and he will be revealed with a Over the shoulder shot of him looking down the corridor. His costume would be simple clothes such as sweatpants, skate shoes and a hoodie.
3. The catalyst is when Jason runs into his old bad news friends (Axel and Terry). I could show this by using dramatic music and a shot that looks like Axel and Terry are aggressively confronting Jason
The pace that the audience will see in this act will be interesting as it will be quite slow with the main characters but the extras who are other students will be at a faster pace

ACT 2

1. Jason first thinks he is doing the right thing by accepting a dodgy job from Axel and Terry. The job is to collect a package from a shady house in the neighbourhood.
2. When Jason declines Mr Wayne's offer for him to help
3. Axel and Terry will be seen as the two main antagonists as they are bad news old friends who are leading Jason back down the wrong path. Mr Wayne can be seen as a mentor or allie as he is doing his best he can to help out Jason.
4. Jason becomes aware that doing the job for Axel and Terry is bad for his own sake
5. When Jason is walking up to the house and we wonder whether or not he will go through with the job.
6. When Jason is walking up to the house intense music will play which makes the scene more distinctive to the audience

ACT 3

1. When Jason calls Mr Wayne and ends up accepting his offer, He then gets in his car and drives away from the house
2. The music when Jason is driving away will be happy/relieving music which reflects the end of the film.

Visual Style development



This is the over the shoulder I will be looking to use in the opening scene of the film. I think it will attract the audience as it draws in suspense on who the character in the shot is.

Casting

Name:

Contact Details: Instagram, Snapchat,
Role Considered: Jason

Pros:

- Live close
- Another Media Studies student
- Access to props and other items
- Co-operative

Cons

- No official Acting experience

Props

Item	To be used	Source
Backpacks	Jason, Axel, Terry	Use old ones from home
Car #1	Mr Wayne but the car is Never seen driven	Parents
Car #2	Seen as a taxi/uber driving Down driveway	Parents
Leather Jackets	Axel and Terry both wear them	Could buy two cheap ones From a thrift store
Suitcase	Jason has one in opening scene	One from home

Potential issue #1 - Illness/Injury

Response- We will have already set backup roles and let these people know that they might be needed if something like this were to happen

Potential issue #2 - Weather

Response- Most of our filming locations are indoors, however, if a weather problem is to occur the outdoor scenes could be fixed by shooting them indoors, this wouldn't be a major problem.

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Potential issue #3 Files get lost or don't save

Response- To lower the probability of this happening, we will save our film on multiple different devices such as 2 laptops and 2 mobile devices so that if one fails, we have 3 backups

Potential issue #4- Cast member doesn't show for shoot

Response- we will make sure that all cast is aware what time they are meant to be at the set days before. We will also contact everyone on the day we film to remind them.

Feasibility

Complication- Need to gather around about 10 people to fill up a school corridor to make it look like a realistic school day

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Remedy.

We would need to cast around 10 different people that are friends as they need to be students about the same age. We would give them a simple role to play such as to stand and pretend like they are reading study notes or texting on their phone. This would mean that inexperienced media studies students wouldn't get confused or overwhelmed with tasks that they don't understand. This is a very resolvable complication; it just requires thought and preparation.

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An appropriate legalities statement would look similar to this :

'Jason's Journey' - Legalities Statement

1. No copyright material will be used in the creation of the 'Jason's Journey' short film.
2. A release will be obtained for all actors participating in the 'Jason's Journey' short film, and for all locations used.
3. No money will be made from the creation of the 'Jason's Journey Out' short film.

FADE IN:

INT - SCHOOL - DAY

JASON walks into a busy school corridor staring off into the distance with a slight trauma type of look on his face. As he stares off into the distance the location suddenly changes.

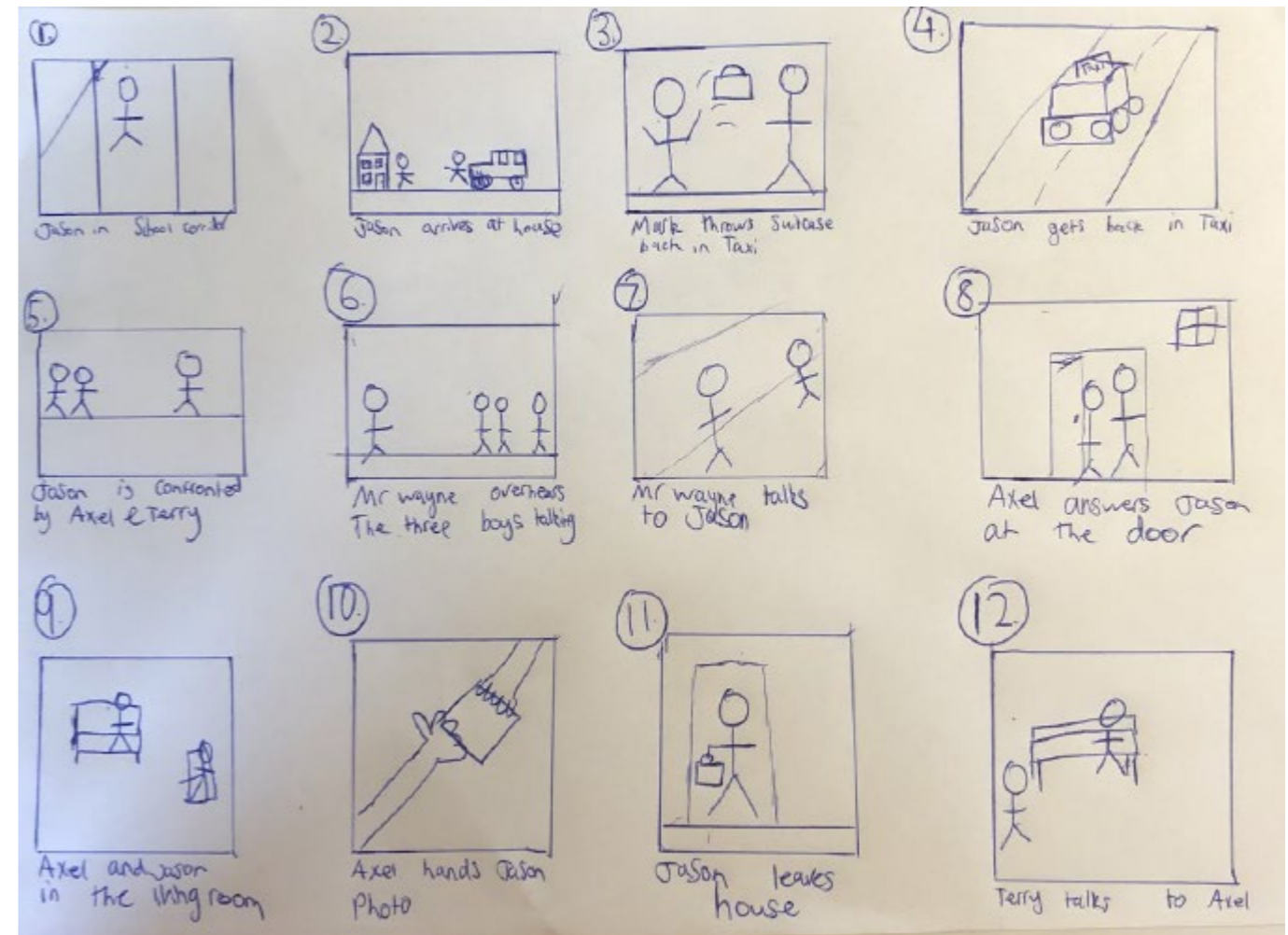
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EXT - JASON'S DRIVEWAY - DAY

Jason gets out of a taxi in front of a family home. Jason stands still and stares at the home with a nervous frightened look on his face. Jason is a tall white male with quite a rugged look. Out of the house steps Jason's father, MARK. Mark also looks quite rugged wearing a white singlet and baggy jeans.

MARK

What are you doing here!? You think after you've been to rehab you can just walse back here and stay in my house



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