

Advanced Portfolio Exemplar 3

Set brief 2 – Main task: Teaser trailer; ancillary tasks: poster for the film and a film magazine front cover, featuring the film.

The candidate has posted their complete portfolio on their blog (<http://crossley-ameliaa2.blogspot.com>), including the artefacts, which are tagged by subject – but the work would have been easier to navigate if the links had been the last entry on the blog and therefore the first thing to be seen; currently they are at the bottom. Both moving image and print skills have clearly been taught and it is evident from the blog that an appropriate amount of time has been allocated to a unit worth 50% of the A2 marks (seemingly four months). The centre's coversheet assessment comments were detailed and focused and greatly aided moderation.

Main task - Film Trailer

Mid level 3 – 27/40. The centre gave 33/40 (level 4) yet uses the descriptor Proficient (level 3) more than Excellent (level 4). Proficient is the appropriate descriptor. The second half is much stronger than the first.

Fairly proficient shot variation; this is the weakest aspect of the production. Some excellence in editing to convey meaning, and with use of sound (though there's distracting hiss from some diegetic sound). Proficient in holding shots steady. Some excellence in mise-en-scene, and lighting generally used to good advantage. Highly proficient framing. Proficient titling and transitions.

Camera

Uses a range of often well-framed shot distances and angles. However, some shots are loosely framed, there's an over reliance on unsteady point of view camerawork and zooms are heavy-handed. A lack of close up at key moments of dialogue.



Sound

Narrator voiceover a good device but dialogue is poorly recorded and sometimes when we *expect* to hear dialogue there is no sound. Musical soundtrack appropriate (and was commissioned by the candidate) but masks dialogue and little change in dynamics

Editing

Lacks pace at start but increases and improves towards the end. Usually appropriate cuts or dissolves. Edited well enough to recognise the artefact as a trailer but meaning is not always apparent (partly due to editing and partly due to poor sound. Rhythm of editing sometimes 'out' (the shaky out door shots in particular are mis-timed). Title font lacks imagination and end frame lacks impact.



Mise en scene

has often been carefully selected and constructed in terms of setting, props, costume, makeup, figure and but lighting is frequently an issue.

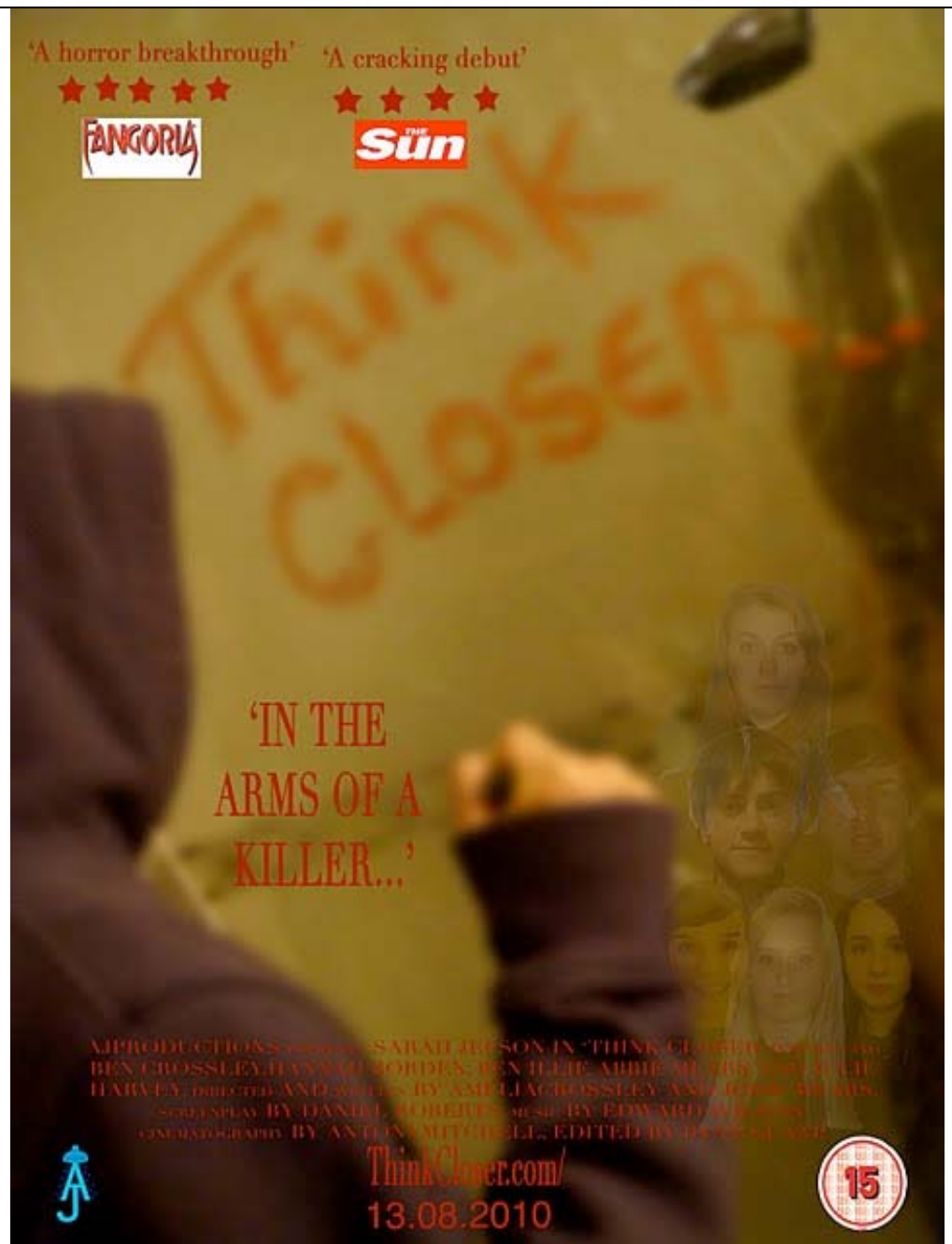


Ancillary task 1 - poster

The artefact is marked at low level 3 (7/10) by the Centre but this seems slightly generous. A mark of 6/10 is more accurate – a high level 2.

POSTER - Proficient in most regards, including conventions of layout and accurate language and register. Highly proficient use of IT and manipulation of photos. Does lack some polish overall.

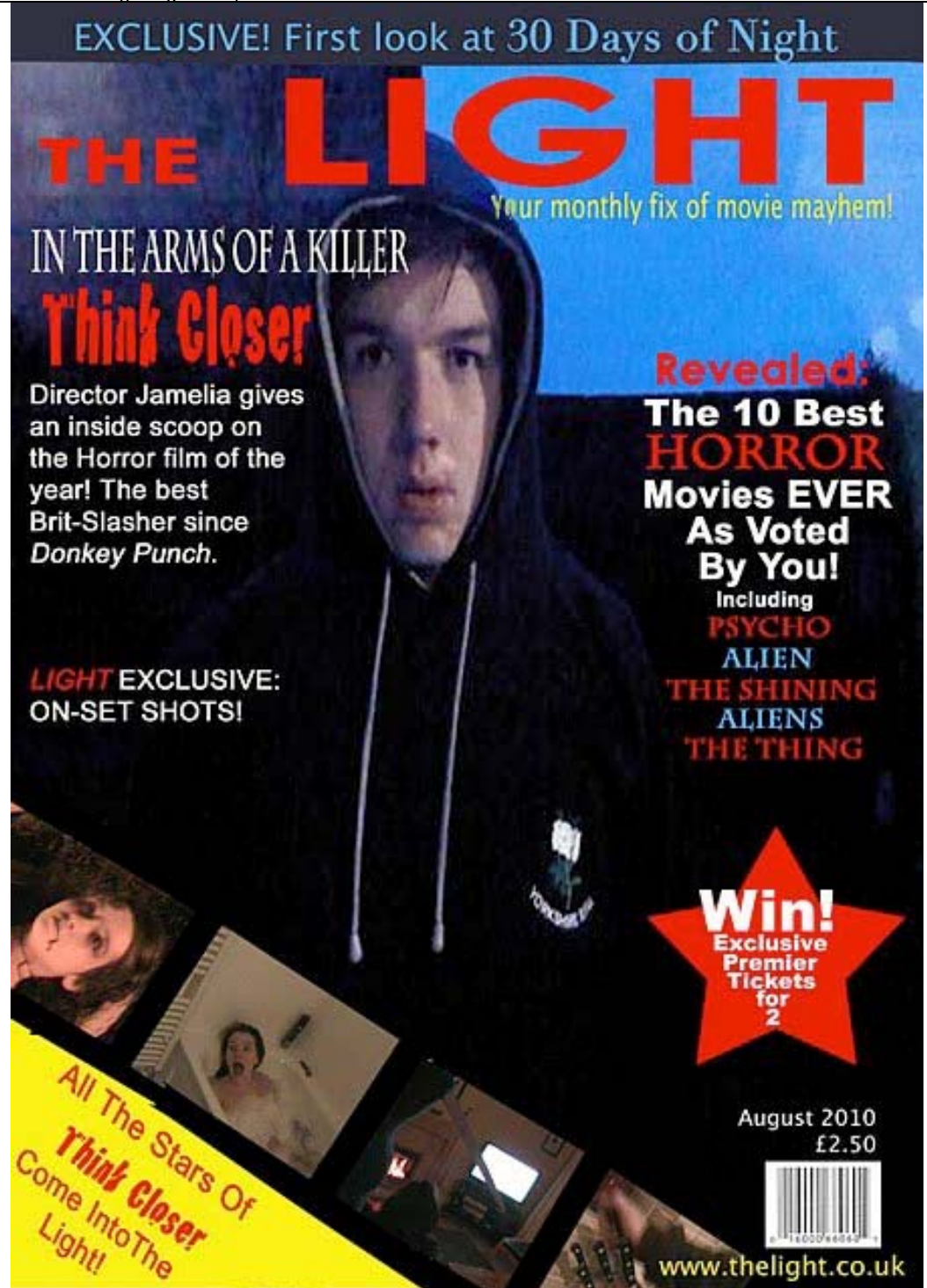
Follows conventions, with main central image and superimposed secondary images, title, tagline, credit block and quotes/ratings from publications, web address
But...
Main image and film title are out of focus; secondary images too faint; text and image not well integrated; tagline font arguably not appropriate (and leading certainly needs attention)



**Ancillary task
2 – magazine
cover**

The Centre's level 3 mark of 7/10 is in the right level as work is proficient in most areas. It would have supported a mark of 8/10, however.
MAGAZINE COVER - More effective than the poster, but with some significant flaws too. Proficient understanding of layout and use of register, with appropriate integration of image and text. Proficient awareness of font variety. Magazine title could be more prominent and more stories trailed, however, and a more arresting cover shot could have been created. The film strip idea works well, but provides minimal scope for evidencing image manipulation.

Uses IT appropriately
Follows conventions;
Awareness of variety of fonts and size (although more consistency would be better and the choice of title/masthead font could have more impact); accurate language and register; image and text is integrated although the main image is grainy and slightly stretched and some of the text obscures the head); photos manipulated appropriately; material is appropriate to the task set – by putting them in the film strip; mise en scene selected appropriately



Planning

Extremely comprehensive research and planning evidenced and rightly receives high level 4 (19/20) from the Centre
Very thorough blog. Excellent research into similar products and target audience. Excellent organisation of resources and time management – when problems with actors did arise they were efficiently dealt with. Excellent work on drafting, well evidenced. Excellent use of ICT with extensive use of video alongside links and images, although there is scope to better present some of these videos. Excellent level of care and communication skills.

Planning is excellent, including: researching similar films, magazines and posters; they storyboard the film trailer and draft their magazine and poster; draw up release forms, produced a still photo based animatic and some dummy filming for audience feedback; a rough cut. They commissioned a soundtrack.

They make excellent use of ICT in the presentation, including embedded video and image, vodcasts, Scribd



Codes and Conventions of these posters

- The colours-used are usually the main primary colours and b transferred to a poster so an audience can identify this with such as lamposts which as well as being a common convention ie 'closer to home the scarier'
- The text-usually serif text to connote sharp and phallic object predators sharp teeth.
- Central protagonist-sometimes used as central image but never a significant scene from the film each of which is used to e
- The use of phallic objects is common in horror posters.
- The male gaze-is commonly used to help sell horror films by



Initial Animatic and Audience Feedback

Animatic



This is my Animatic which i produced to help me pitch my idea to the class on which i then had final cut express.



Initial sample scene and audience feedback

This is our initial sample scenes.



Audience feedback:

- Shots were too long
- needed more killing scenes
- more scenes to put audience in suspense

Rough Cuts

We took some original footage of some shots that we thought would work. This is a clip of these shots.



After receiving some audience feedback we felt it was appropriate to go away and take some re-shoots of some of the shots that we re-took or added in as we needed some extra shots to help establish the narrative.

Soundtrack

- We've found a two composers who we've worked with to develop a soundtrack suitable for our film trailer, using 'Dance Ejay' a keyboard and 'Cubase'.
- We worked with our first composer Edward Wilson to develop the keyboard basic tune, we then chose a small vocal from 'Dance Ejay'.
- Next we worked with Keith Anderson to incorporate these 2 individual soundtracks to merge on a programme called 'Cubase', where we added some extra drum beats as a result of audience feedback; as some of the audience feedback thought it a little too classical on its own, they were however happy with the end soundtrack and thought it worked well; both with the genre of horror and our film trailer.
- We have an intertextual link in our soundtrack heard in one of our later consistent drum beats, to the first 'Friday the 13th' film which also has a cast of mainly teens, some of which are sexually active, it was also a suitable choice as we were aiming at the same kind of target audience; 'low budget horror film to teens'



Evaluation

The Centre is harsh in awarding a top level 3 (15/20). There is sufficient evidence for a level 4 mark of 17/20

Proficient understanding of conventions, with useful video which includes points on print texts. Proficient understanding of new media although there is an excessive emphasis on ease of use and efficiency. Proficient understanding of combination of texts. The accompanying video is informative and well illustrated. Excellent understanding of audience feedback detailing not only changes made as a consequence, but also more general insights gained into film-making and text design. Useful video but footage should be more tightly tied to VO. Excellent use of ICT. There could be greater variation but proficient skill in choice of form to present the valuation.

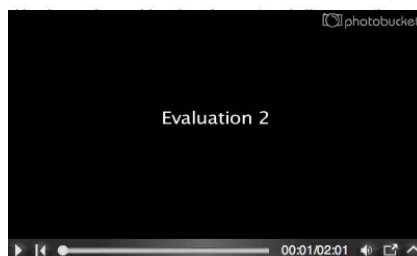
Each question is answered separately on the blog and by a variety of techniques demonstrating some excellence in the use of ICT. It includes text, embedded video including excellent use of director's commentary, embedded image, links to comparative text; Photobucket



Evaluation Part 2

In what ways does your media product use, develop or challenge forms and conventions of real media products?

Our media uses the forms and conventions of real media products as we have incorporated a 'Final Girl' into our film (Catie) which you will find in many horror films such as John Carpenters 'Halloween' and Nelson McCormick's 'Prom Night'. We also used this convention of real media products because we used a stereotypical 'Final Girl' which include characteristics such as, intelligent, brunette, signs of trouble are always far more apparent to them, the 'Final Girl' usually finds the corpses of her friends which alerts her to the danger that surrounds her and she is usually seen as 'innocent', we gave our 'Final Girl' the name 'Catie' which means pure. We incorporated this characteristics within our 'Final Girl'. We used the idea of having a scream queen in our film, the stereotypical blonde female with a large chest and sexually available who is usually the first to be killed. An example of this from a real media product is the film 'Scream' featuring Drew Barrymore. Another example of a 'Scream queen' is from 'Donkey Punch' where one of the characters is a blonde female with a large chest and sexually available therefore we named our 'Scream queen' Lisa, the same name as the blonde character is 'Donkey Punch'. This binary opposition is a common convention of horror films and helps to anchor to the audience quickly and effectively. These two female stereotypes are confirmed through the images of the female central protagonist who play the final girl in 'Halloween' 'Jamie-Lee Curtis', and the loose blonde who plays a scream queen in 'Hell Night' 'Jenny Neumann'. We also intertextually linked our male characters for example the popular male (Ben) who has a girlfriend and who is sporty therefore he has a 'jock' type figure, which is juxtaposed to his almost enemy (Lewis) who has a slimmer body and more 'geeky' looking appearance. We took a lot of consideration while choosing our cast and deciding what costume they should wear as we wanted to connote the ideology of the stereotypical characters shown in horror films following the typical conventions of them. We have also used forms and conventions from films such as 'Prom Night' where the killer murders the main female protagonist's friends before he gets to her which is what we have done in our film, the killer kills Catie's friends before he reaches her, almost like the killer is getting closer and closer to her which also links into the name of our film 'Think Closer'. Our media product also uses forms and conventions from 'Valentine' this is when one of Catie's friends is killed in a bath and one of the characters (Denise Richards) from 'Valentine' is killed in a hot tub, however we did develop this convention because we used a bath instead of a hot tub due to the fact we were not able to find a hot tub in time for shooting also we felt a bath would provide more verisimilitude and be further intertextually linked to the shower killing scene from 'Psycho'. We also used a character who would look quite similar to the character that Denise Richards plays in 'Valentine'. Below is a rough cut of our killing in the bath.



Evaluation Part 3

What have you learned from your audience feedback?

- After taking some initial sample scenes we had quite a bit of audience feedback from our media class. We needed enough shots to establish a narrative, so that the audience were able to get a feel for what it

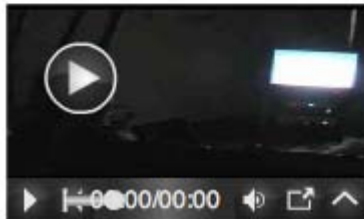


- After we went to re-shoot we had some more audience feedback, at the beginning of our trailer we had to break the clip up as it was a fairly long clip and would probably g



This is the start of the girls talking in the bedroom before we split the clip up.

- During the second half of our trailer we have quite a few killings and then the film trailer ends with a flashback to the genre of the film well so by the end of the trailer the audience know what the genre of
- After we had taken the footage for our last killing of Kate's good friend Lisa (Hannah) we had some that was in the corner of the shot as we were unable to move it. The audience thought that it might



Evaluation Part 4

How did you use new media technologies in the construction and research, planning and evaluation stages?

These are some of the new media technologies I have used throughout the construction and research, planning and evaluation stages:

- Video hosting/ upload site, photobucket
- Blogger
- Search engines such as imdb.com, Wikipedia, play.com and amazon.co.uk

- Photoshop
- imovie 06 and Final Cut Express 4
- Audio software, Cubase and Dance Ejay
- DV camcorders- using digital video tapes
- Scanner
- Mac computers

