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

**MMJ**

**Documentary Project**

Groups: Assigned by the teacher. Turn in the perfect edited copy on a USB on the due date. Use this handout and the MMJ Video Production Checklist on you at all times, to use as a checklist and to make sure you follow all directions and make the perfect film.

**Mandatory Requirements:**

* 3 to 4 minutes long
* Creative introduction with music and text
* Creative title that is displayed in the introduction of the film (follow title capitalization rules)
* Beginning, middle, and ending, with definitive closure at the end
* Main idea(s) / theme(s) with supporting details
* Choose a topic that has scenes that can be filmed during class time and at school
* Text titles / captions - list names or special scenes and have text on screen for long enough to truly read them
* Interviews with interviewee only on screen (don’t put interviewer on screen unless you have an interesting format that must be approved by the teacher)
* Use microphones – lavaliere, boom mic, hidden desk mic, etc
* Follow the “Law of Thirds” for framing the interviews
* Include a lot of cutaways - other footage on screen while the person in the interview is talking / switch from person talking to footage of what they are talking about, with the audio from the interview still being heard
* Experiment with a lot of interesting cinematography for your cutaways – try interesting and artistic angles, shots, camera movement, play with shadows, background and foreground, in and out of focus, etc. etc.
* Music underneath the action or interviews at various parts of the documentary
* Variety of different interviews – minimum of 3 different people interviewed
* Variety of different music and songs
* No curse words, English only, kid-friendly
* Ending credits with music and text

**Consider the Following:**

* Just like the news articles from Shark Bytes, leave your bias and opinions out, only include the opinions of the people you interview.
* Make it interesting, engaging, deep thinking, provocative, current, aesthetically beautiful, fast-paced, personal story about people’s lives.
* Get people to say things they wouldn’t normally say.
* Really get to know the subjects of the documentaries, get them to feel comfortable talking to you so they will talk deeply about themselves and their feelings.
* Focus on the human element of things, not just politics or current events or news stories.
* Teach us something new, if it is about a topic we already know about, give us new details we never knew before.
* Use the “Tips for Making a Good Documentary” handout, those ideas will earn you an A.

**Cutaways:**

* Very important, should be the majority of what we see on film
* Cutaways tell the story
* The interviews are really just narration and story telling heard over all the extra footage and cutaways
* The interviews or narration is interpreted by the cutaways
* The interviews are the bones but the cutaways are the flesh and skin, the stuff we see and feel

Assign roles and jobs to people in your groups, each person should have multiple jobs:

* Director(s)
* Writer(s)
* Interviewer(s)
* Sound track engineer(s)
* Video and audio editor(s)
* Producer(s)

You will be filming A LOT, so how can you put together all off this random video?

* Watch it all over and over
* Match it to your storyboards
* Make an outline /time line /cut + paste it all together
* Show it to other people and have them critique it
* Fix grammar errors in all of your text

Grading Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 5 | 4 | 3 | 2-0 |
| Time/Effort & Participation | Class time was used very effectively. Much time went into planning and execution. All group members equally contributed. | Class time was used effectively. It is obvious the student spent time planning and effort in execution. Most group members equally contributed. | Class time was rarely used appropriately. Not all group members contributed, a few people dominated. | Student didn't use class time appropriately. Only one or two people did any of the work. |
| Originality | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Uses other people's ideas, but does not give them credit. |
| Storyline/Plot | Establishes a purpose early on and maintains a clear focus throughout – easy to follow. | Establishes a purpose early on and maintains focus for most of the movie – a bit confusing. | There are a few lapses in focus, but the purpose is fairly clear – confusing. | It is difficult to figure out the purpose of the movie – totally CONFUSING. |
| Props/Set | Student utilized props and a set in a effective way. | Student used props and a set for most of the video. | Student used close to no props or a set. | Student did not use a prop or a set. |
| Attractiveness | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects, etc. but these often distract from the presentation content. |
| Technical | Project demonstrates a variety of camera angles, quality audio and careful editing. | Project demonstrates some variety of camera angles, good audio and some editing. | Project demonstrates little variety of camera angles, poor audio and little editing. | Project demonstrates vary little variety of camera angles, very poor audio and very little editing |
| Video Footage Quality | All shots are well-lit and are lined up with proper amounts of headroom | Most shots are well-lit and are lined up with proper amounts of headroom | Few shots are well-lit and are lined up with proper amounts of headroom | No shots are well-lit and are lined up with proper amounts of headroom |
| Editing | All clips are edited to the best quality possible (Ex: mistakes and laughing have been cut out) | Most clips are edited to the best quality possible (Ex: most mistakes and laughing have been cut out) | Few clips are edited to the best quality possible (Ex: mistakes and laughing have been cut out) | No clips are edited to the best quality possible (Ex: mistakes and laughing have been cut out) |
| Transitions | Student effectively made transitions in between shots in a smooth manner. | Student had mostly smooth transitions between shots. | Student had one or two effective transitions. | Student did not have smooth transitions. |
| Mandatory Requirements | Student effectively fulfilled all mandatory requirements. | Student almost fulfilled all mandatory requirements. | Student fulfilled some mandatory requirements. | Students fulfilled few mandatory requirements. |

Total out of 50: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: