

IB Film Production Portfolio Assessment Individual Project Template

Name/Film Title: 3 Genre Production

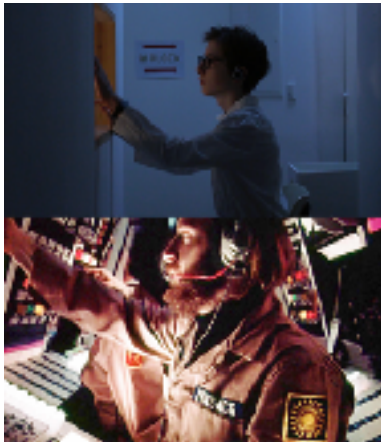
Production Role: Director

URL of Film: <https://youtu.be/w-lcFBeiRQU>

Log Line:

My three films in this production follow the same general plot while differing in various aspects to adjust to each chosen genre. I intend to bring them to life by creating a different mood and tone for each one through all aspects of pre-production, production, and post-production, as is the role of a director.

Pre-production Paragraph:



Production Paragraph:

For this assignment, as a director, my main aim was to create an atmosphere that would be immediately recognizable for each of the genres that I chose. I decided to go with Science-Fiction, Zombie Apocalypse, and French New Wave as my genres because they all, in my opinion, have familiar elements to them, such as sounds, shots, camera movements, etc. which make them easily identifiable. Science-Fiction was for me an already very familiar genre, so research for that was barely necessary; however, I was very strongly influenced by many films like, for instance, "Dark Star", by John Carpenter. A parallel can even be seen in the anatomy of the control room of the spaceship in that film and in mine (picture). For the zombie apocalypse genre, I re-watched "Night of the living Dead", as well as looking at stills from more modern ones to try and capture the look that was given to them. I also researched more about the behavior of zombies in movies, which I thought would help capture the zombie character. Finally, for the French New Wave video, I studied some excerpts from "Les Quatre Cent Coups", "A bout de Souffle" and "Pierrot le Fou" in an attempt to capture the behavior of characters in these movies and camerawork. The obvious conclusions were careless characters and *caméra à l'épaule*, but I also noticed prominent long, uninterrupted shots and, especially, awkward cuts and editing.

-Dirty and sounded from fighting zombie
-Utilization, dirty clothing
-Abandoned environment
-Weapon to defend himself from zombie

-Pale skin due to death
-Simplified makeup and wardrobe to show that they were once a normal person
-Giving a look to remind of danger

When trying to create a relatively believable set for the science fiction genre, I decided to go for a more minimalistic approach, and instead concentrated the Foley and (although rudimentary) special effects. I created fake displays for the spaceship desktop and animated the spaceship itself, and in parallel, I utilized my father's synthesizers and my printer to create sounds which resembled the ambient sounds of a spaceship, as well as digital sounds, alien voices and explosions. This was also used in the zombie video for the gunshots, but for that part of the project I concentrated more on makeup and costume design. This, I thought, was crucial if I wanted the characters and their situation to be believable. What I feel to have done less well on in this department was the prosthetic hand, which did not look very real. For the French New Wave film, I tried to concentrate most on the acting and filming techniques. The shots were done without a tripod, and were on average quite long, reflecting the filming techniques of French New Wave directors. Finally, I filmed in black and white, to set the film in the time when this genre was more popular.

Post-Production Paragraph:

An almost total absence of light on my face forced me to boost the brightness and exposure levels to a point where the already high ISO was very visible.

A usually continuous cut turned awkward by cutting off time that the character needed to get up: essentially jumping slightly forward in time.

Editing was crucial for the Science-Fiction video. As a director, I had to envision how all of the raw footages, made crudely and separately, would look when put together and refined. The usage of, once again, lots of diegetic sound effects was crucial for pulling together the sequences of the film, some of which had no ambient sound to begin with. The feeling of being surrounded by machinery and automatism was something that I feel to have achieved through this combination of Foley and images of very unrelated sources. My use of editing for the zombie Apocalypse movie was mainly to treat the images to give them a washed-out, action-movie look; this was successful; however, I was forced to work in very low light conditions, and although this was relatively easy to solve for most clips, one shot where I had a lot difficulties was the one where I taste the hand. This is, unfortunately, very obvious when reviewing the film. I now know not to work in low light under any circumstances. Editing is a defining factor in the French New Wave, as it gives a dissonant vibe to the action. I therefore purposefully cut some of the clips awkwardly, in an attempt to add this vibe to my film as well.

Production Role Equipment List:

1. Canon EOS 100D with 18-55mm Kit lens
2. Cullman Alpha 9000 tripod
3. Two regular photo lights and stands
4. Prophet 5 synthesizer
5. Adobe Premiere Pro CC 2017
6. Apple GarageBand 10.2.0
7. Apple Pages 6.3.1
8. Animation Desk Classic 1.7.1

Bibliography:

- “Dark Star”. 1974. [Film] John Howard Carpenter. Dir. USA: Bryanston Pictures.
- “Night of the living Dead”. 1968. [Film] George A. Romero. Dir. USA: Image Ten.
- “The Walking Dead”. 2010. AMC. 31/10/2010
- “Les Quatre Cent Coups”. 1959. [Film] Francois Truffaut. Dir. France: Les Films du Carrosse.
- “A Bout de Souffle”. 1960. [Film] Jean-Luc Godard. Dir. France: Les Films Impéria.
- “Pierrot le Fou”. 1965. [Film] Jean-Luc Godard. Dir. France | Italy: Films George de Beauregard.
- Lewis, T. 2013. “Zombie Neuroscience: Inside the brains of the Waking Dead”. *LIVESCIENCE*. [Online] Available from: <https://www.livescience.com/40816-zombie-neuroscience-brains-of-the-walking-dead.html>
- Knudsen, T. 2016. “How French New Wave Changed Cinema and Created the Auteur”. *No Film School*. [Online] Available from: <https://nofilmschool.com/2016/09/french-new-wave-video-essay-godard>

Commentary Checklist:

Before submitting, have you done the following:

1. Identify genre of production and thematic elements.
2. Provide evidence of organization and planning.
3. Provide evidence of researching the role and influences.
4. Mention filmmaker intent (pertaining to the production role).
5. Use appropriate film terminology, especially involving the production role.
6. Discuss your process and learning (including self-ref

Teacher Feedback:

Instructor comments on your work will be provided here.

Scores:

Pages: /4 + Film: /4 = Total: /8 (x10) Scaled: /80

A. Portfolio pages

Evidence: Portfolio pages and sources.

- To what extent does the student evaluate how their research, creative explorations and production work, led by filmmaker intentions, have shaped their understanding of the chosen film production role?

Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1	<p>This work is limited.</p> <ul style="list-style-type: none"> • The portfolio pages and supporting evidence provide an undeveloped or incomplete outline of the student's research, creative explorations and production work, or the student's understanding of the specific film production role is inaccurate, irrelevant or unclear. 	<p>Basic</p> <p>Incomplete</p> <p>Ineffective</p> <p>Rudimentary</p> <p>Superficial</p>
2	<p>This work is adequate.</p> <ul style="list-style-type: none"> • The portfolio pages and supporting evidence provide a description of how the student's research, creative explorations and production work, led by their filmmaker intentions, contributed to a mostly relevant or appropriate understanding of the specific film production role. 	<p>Acceptable</p> <p>Reasonable</p> <p>Standard</p> <p>Suitable</p> <p>Sufficient</p> <p>Typical</p>
3	<p>This work is good.</p> <ul style="list-style-type: none"> • The portfolio pages and supporting evidence provide a detailed and informative explanation of how the student's research, creative explorations and production work, led by their filmmaker intentions, contributed to an accurate and relevant understanding of the specific film production role. 	<p>Competent</p> <p>Balanced</p> <p>Proficient</p> <p>Relevant</p> <p>Thoughtful</p>
4	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The portfolio pages and supporting evidence provide a compelling and discerning evaluation of how the student's research, creative explorations and production work, led by their filmmaker intentions, contributed to a highly appropriate understanding of the specific film production role. 	<p>Compelling</p> <p>Finessed</p> <p>Honed</p> <p>Insightful</p> <p>Mature</p> <p>Sophisticated</p>

B. Film reel

Evidence: Film reel.

- To what extent does the student demonstrate skills in the chosen film production role?

Students who exceed the maximum time limit should be informed that the moderator will stop watching after 3 minutes (excluding the black slate) and assess the work based only on those 3 minutes.

Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1	This work is limited. <ul style="list-style-type: none">• The film or collection of film clips demonstrate(s) an undeveloped level of ability in the student's production skills, as appropriate to the one film production role. The student's use of skills, techniques and/or approaches are rudimentary and the results are ineffective.	Basic Ineffective Rudimentary Unsuccessful
2	This work is adequate. <ul style="list-style-type: none">• The film or collection of film clips demonstrate(s) an acceptable level of ability in the student's production skills, as appropriate to the one film production role. Some relevant skills, techniques and/or approaches are applied, but these are underdeveloped.	Acceptable Standard Sufficient Typical
3	This work is good. <ul style="list-style-type: none">• The film or collection of film clips demonstrate(s) a competent level of proficiency in the student's production skills, as appropriate to the one film production role. Relevant skills, techniques and/or approaches are applied in a clear and suitable manner.	Capable Clear Effective Robust
4	This work is excellent. <ul style="list-style-type: none">• The film or collection of film clips demonstrate(s) a sophisticated level of proficiency in the student's production skills, as appropriate to the one film production role. Relevant skills, techniques and/or approaches are applied in a highly effective manner.	Accomplished Finessed Honored Refined