

Name:			Task:		
Success Criteria: Throughout this task, I have shown that I can <u>confidently</u> ...	Pupil	Teacher	Success Criteria: Throughout this task, I have shown that I can <u>confidently</u> ...	Pupil	Teacher
Summarise the main plot points in the film			Recognise and explain the impact of mise-en-scène (costume, set, props, lighting, actor position, colour)		
Identify the theme of the film and explain how this was developed throughout			Recognise and explain the impact of camerawork (framing, angle, movement)		
Identify any historical or social issues and react to what you have learned about them			Recognise and explain the impact of editing within a narrative sequence		
Evaluate how well issues/themes were developed and say what I thought of them			Explain how the narrative has used a certain structure and/or conventions		
Identify the target audience of the film and explain how they have been targeted			Explain how genre conventions have been used in the film		
Evaluate the filmmaker's work by commenting on how well the film/part of the film was created			Identify and explain the impact of sound (effects, score, songs)		
Use quotations or evidence from the film to justify my responses			Identify representations in the film and explain why I think they have been used		
Self-evaluation: Looking back on this task, I am pleased with...			Self-evaluation: Looking back on this task, I need to work on...		
Teacher evaluation: Ticks			Teacher evaluation: Targets		

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Summarise the main points/ideas in the film			Recognise and explain the impact of mise-en-scène (costume, set, props, lighting, actor position, colour)		
Identify the purpose of the film and explain how this was achieved			Recognise and explain the impact of camerawork (framing, angle, movement)		
Identify the target audience of the film and explain how they have been targeted			Recognise and explain the impact of editing within a narrative sequence		
Identify any historical or social issues and react to what you have learned about them			Recognise and explain the impact of persuasive techniques (voiceover, captions, presenter, photographs, archive footage, interviews...)		
Identify the filmmaker's opinions and react to them			Identify and explain the impact of sound (effects, score, songs)		
Evaluate the filmmaker's work by commenting on how well the film/part of the film was created			Identify representations in the film and explain why I think they have been used		
Explain how well issues/ideas were developed and say what I thought of them			Use quotations or evidence from the film to justify my responses		
Self-evaluation: Looking back on this task, I am pleased with...			Self-evaluation: Looking back on this task, I need to work on...		
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Create a film that links to the task I was given			Use aspects of mise-en-scène (costume, set, props, lighting, actor position, colour) to add interest and/or affect viewers		
Identify a target audience for my film/moving image text and include content that appeals directly to them			Use particular types of camerawork (framing, angle, movement) to add interest and/or affect viewers		
Create a script and/or storyboard for my film			Use editing to create a sequence that adds interest and/or affects viewers		
Plan and organise myself and/or my group in preparation for filming (e.g. book equipment, find shooting locations, find/make costumes/props...)			Use narrative structure and/or conventions to add interest and/or affect viewers		
Explain why I made certain choices for my film by referring to other texts that I have watched or read			Use genre conventions to add interest and/or affect viewers		
Review my film by evaluating on what worked well, what I was less pleased with, and what I would do differently next time			Use sound (effects, score, songs) to create mood and atmosphere and/or affect viewers		
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Summarise the main plot points and/or themes and/or historical or social issues in a film and use what I learned to create a film that covers similar plot points, themes or historical/social issues			Explain the impact of mise-en-scène (costume, set, props, lighting, actor position, colour) in a film and use what I learned to design the mise-en-scène in my own film		
Research pre-production roles (health and safety, production design, location scout...) and use what I learned to plan and organise my own film			Explain the impact of camerawork (framing, angle, movement) in a film and use what I learned to design the camerawork in my own film		
Explain how the target audience of a film have been targeted and use what I've learned to create film content that appeals to a specific audience			Explain the impact of editing within a narrative sequence in a film and use what I learned to create a storyboard and edit a sequence in my own film		
Explain why I made certain choices for my own film by evaluating the work of a filmmaker , commenting on how well the film/part of the film was created			Explain the impact of narrative structure and/or conventions in a film and use what I learned to create the narrative in my own film		
Use quotations or evidence from a film I have studied and from my own film to justify my responses			Explain how genre conventions have been used in a film and use what I learned to make a film within a specific genre		
Explain the use of representations in a film and use what I learned to represent a particular group in a deliberate way in my own film			Explain the impact of sound (effects, score, songs) in a film and use what I learned to design the sound in my own film		
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Credits

Resource created by Gail Robertson on behalf of Screen Scotland.

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