

IB Film Production Portfolio Assessment (FPA) Directions

Please make sure each film or clip that you submit is accompanied by documentation that has the following elements:

1. Your name
2. The title of your film or clip
3. The URL of your film or clip
4. A RATIONALE that serves as the first few sentences of your INQUIRY commentary.
5. Written and visual evidence documenting your INQUIRY, ACTION, and REFLECTION process.

RATIONALE: A 2-3 sentence statement in which you state: 1. The name of your film or clip. 2. What you want your film or clip to communicate. 3. The role you are adopting and your filmmaker intentions in this role. 4. Whose work or what technique or approach you are inspired by. (These do not have to be written in this order exactly *as long as all 4 points are covered.*)

EXAMPLE OF A RATIONALE: *In my clip "Out of Place," I want to convey the alienation of a new student on the first day of school. To do this, I will take on the role of cinematographer and employ a dolly zoom similar to the ones I have seen in Alfred Hitchcock's Vertigo, and Martin Scorsese's Goodfellas. My hope is to learn not only how to accomplish this terrific technique, but also to understand more about the cinematographic process, particular in terms of camera lenses.*

INQUIRY, ACTION, AND REFLECTION PROCESS

According to IB, all students need to undertake the following process for assessment:

INQUIRY

- Each student reflects on their experiences of watching, discussing, and writing about films. They identify areas of filmmaking that excite and inspire them, and develop filmmaker intentions they would like to achieve through production work.
- Using both primary and secondary sources, each student carries out research into three selected film production roles they would like to work in, and acquires an understanding of how these discrete roles contribute to filmmaking, as well as an understanding of the industry practices and techniques required to work in these areas.
- Each student formulates a plan for practically exploring the chosen film production roles in order to acquire, develop, and apply skills, and to fulfill their stated filmmaker intentions.

ACTION

- Each student undertakes a range of practical production activities in the chosen film production roles they have selected. They experience working both individually and collaboratively in both teacher initiated and self-initiated film activities, grappling with the skills associated with the film production roles and attempting to effectively fulfill their stated filmmaker intentions. This must include the creation of at least one completed film (3 minutes maximum)

REFLECTION

- Making clear links to the identified films and filmmakers that inspired this work, each student reflects on their explorations and the impact this learning has had on their understanding of the three film production roles in which they have worked, and the extent to which they fulfilled their filmmaker intentions.

As completing documentation of the INQUIRY, ACTION, and REFLECTION process for each film or clip, each student then compiles a film portfolio for assessment containing portfolio pages (9 pages maximum: 3 pages maximum per production role), a list of all sources used and a film reel (9 minutes maximum: 3 minutes maximum per film production role, including one completed film).

INQUIRY Documentation (1/3 page for each Y1 film or clip; 1 page for Y2 3-minute complete film)

Valuable **written and visual elements** of this section should include:

- Providing a thoughtful, well-developed rationale for the first few sentences of this section;
- Discussing and providing concrete evidence of the research you've done into the production role you will be working in and how it is practiced in the industry through citations and other references;
- Discussing your pre-production planning and organizational approach and how you intend to approach the genre, storyline, and/or idea of your clip or film in your production role;
- Discussing reasons for choosing your hardware and software equipment and how you plan to use it;
- Providing visual evidence of your pre-production planning that supports your production role and filmmaker intentions: research, scripts, storyboards, shot lists, location scouts, test shoots, casting notes are most appropriate here.

ACTION Documentation: (1/3 page for each Y1 film or clip; 1 page for Y2 3-minute complete film)

Valuable **written and visual elements** of this section should include:

- Discussing details of your production approach and highlighting the skills and techniques you are learning and using to achieve your filmmaker intentions in your production role;
- Identifying moment(s) where you encountered a problem related to your production role and how you solved that problem;
- Providing details of your artistic process and discussing how this process has impacted your learning and understanding of your production role;
- Identifying any audio-visual material from creative commons websites or copyright-free materials that you end up using in your production role and clearly stating why you chose to use these materials (instead of creating them yourself), where they can be seen or heard, and the ways in which you adapted or altered this material "to make it your own";
- Providing visual evidence from the film shoot that supports your production role and filmmaker intentions: camera logs, behind the scenes photographs, before/after set décor, shooting scripts, and/or other on-set/location items are most appropriate here.

REFLECTION Documentation: (1/3 page for each Y1 film or clip; 1 page for Y2 3-minute complete film)

Valuable **written and visual elements** of this section should include:

- Reflecting on what you have learned about the production role you have worked in through a consideration of the successes and challenges you experienced;
- Discussing to what extent you fulfilled your filmmaker intentions and how you have grown as a filmmaker through your experience in this production role;
- Identifying what elements of the IB Learner Profile you employed in your process;
- Identifying the strengths and weaknesses of your approach and final work and what you might do again and differently if given the opportunity;
- Including a Works Cited listing all research materials that you used to help complete the project (including but not limited to books, articles, and websites).

Please note: Yes, there is a lot you will have to cover in very little space. For each film or clip, you will only have one page, and for your completed 3-minute film, only 3 pages, and your entire portfolio cannot exceed 9 pages. Plus, you have to make sure that the visuals you provide and the typeface you use are legible AND big enough to read. That is why you should expect to spend a lot of time writing, revising, and editing each page so that your end product is as well-developed as possible, while keeping within the page requirements of the assessment.

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	<p>This work is limited.</p> <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. 	<p>Basic</p> <p>Ineffective</p> <p>Rudimentary</p> <p>Unsuccessful</p>
2	<p>This work is adequate.</p> <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. 	<p>Acceptable</p> <p>Standard</p> <p>Sufficient</p> <p>Typical</p>
3	<p>This work is good.</p> <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. 	<p>Capable</p> <p>Clear</p> <p>Effective</p> <p>Robust</p>
4	<p>This work is excellent.</p> <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. 	<p>Accomplished</p> <p>Finessed</p> <p>Honed</p> <p>Refined</p>