

# INVASIVE PLANT

## Student Video Challenge

### Job Descriptions for Making Videos

Video Title: \_\_\_\_\_

**Actor** (3 to 4 students)

| Name of Actor(s) | Score |
|------------------|-------|
|                  |       |
|                  |       |
|                  |       |
|                  |       |

| Score                                | 4  | 3  | 2                                 | 1                                     | 0                           |
|--------------------------------------|--|--|-----------------------------------|---------------------------------------|-----------------------------|
| <b>Scoring Guidelines for Actors</b> | Extra effort was made to bring character to life; stayed on task at all times; strong projection | Good effort was made; on task most of the time; good projection of voice | Effort was made; on task somewhat | Some effort was made, but not on task | Didn't apply oneself at all |

### Job Description

- Push your voice when you're acting out a scene (PROJECT!) and be sure you're facing the camera (and microphone) when saying your lines.
- EXAGGERATE when needed and make interesting faces.
- Think of ways you can make the character "come alive."
- Spend time studying the character that you are going to be playing.
- Try to think like your character (person, animal or plant) before the filming begins.
- Practice your lines. Try practicing in front of a mirror.



A Product of the UF/IFAS Osceola County Hydrilla and Hygrophila Demonstration Project

<http://plants.ifas.ufl.edu/osceola>

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## Student Video Challenge

### Job Descriptions for Making Videos

Video Title: \_\_\_\_\_

**Camera operator** (1-2 students)

| Name of Camera Operator(s) | Score |
|----------------------------|-------|
|                            |       |
|                            |       |

| Score  | 4  | 3   | 2   | 1  | 0   |
|--|--|---|---|--|---|
| <b>Scoring Guidelines for Camera Operators</b> | Footage included at least 5 seconds of pre-footage; camera steady; used tripod; multiple angles provided | Ready to film. Understood lighting. Good sound. | Sometimes not ready to film. Some understanding of lighting, sound OK | Camera footage somewhat shakey; at least one closeup; at least one extra angles provided | Camera footage extremely shakey; no close-ups; no extra angles filmed |

### Job Description

- Use a TRIPOD. (Shaky video footage can ruin a video.☹)
- IMPORTANT: Before the director says *ACTION!* run the camera for ~ 5 seconds to collect background sound. And AFTER filming each scene, let it run for another 5 seconds.
- CLOSE-UPS make the best shots (because you can see things better).
- Try not to use the zoom too much.
- If you don't like the part that you just filmed – don't be afraid to do it again.
- Each scene should be filmed at least 3 times; film from a different distance each time.
- Let the actors move in and out of the frame. Don't try to follow them with the camera.



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## Student Video Challenge

### Job Descriptions for Making Videos

Video Title: \_\_\_\_\_

#### Continuity Expert (1 person)

| Name of Continuity Expert | Score |
|---------------------------|-------|
|                           |       |

| Score  | 4  | 3  | 2   | 1   | 0   |
|--|--|--|---|---|---|
| <b>Scoring Guidelines for Continuity Experts</b> | Knew when shots were needed for continuity. Aware of actor placement for next shots. | Topic clearly stated, examples given, reasoning explained thoroughly | Topic stated briefly, few examples given, reasoning explained | Some of the storyboard scenes were filmed; a little consistency between scene shots | Video footage not related to storyboard at all; no consistency between screen shots |

### Job Description

- This is one of the most important jobs!
- Use the storyboard as a checklist and keep track of all the shots that have to be filmed.
- It's your job to make sure ALL of the scenes are filmed.
- It's also your job to make sure the actors are in the right place when each shot is filmed. (If one scene has to be filmed several times, it's your job to be sure the actors are in the same place each time.)
- Collect the storyboard sheets and script and provide them to the teacher. Be sure the names of all team members are on the storyboard title sheet. Note: Be sure the names are readable.



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Video Title: \_\_\_\_\_

**Director** (1 person – works with Director’s Assistant)

| Name of Director | Score |
|------------------|-------|
|                  |       |

| Score                                   | 4  | 3   | 2   | 1  | 0   |
|---|--|---|---|--|---|
| <b>Scoring Guidelines for Directors</b> | Great style, works with actors well. Composed. | Good look, actors not comfortable, prepared to shoot. | Production was relevant to topic and was a unique idea. | Production was somewhat relevant to topic, and was not unique. | Production had nothing to do with the assigned topic. |

### Job Description

- This person works with the actors and tries to get the best performance out of them.
- IMPORTANT: Be sure actors are facing the camera when saying their lines.
- Be sure the cameraperson films each scene at least 3 times; film from at least 3 different angles or distances each time.
- Work with the storyboard artist and let them know your “vision” for the scene.
- Experiment with filming from weird angles or places.
- You’re the one who shouts “Lights, camera, ACTION!”



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### Job Descriptions for Making Videos

Video Title: \_\_\_\_\_

**Director's Assistant** (1 person - works with Director)

| Name of Director's Assistant | Score |
|------------------------------|-------|
|                              |       |

| Score  | 4  | 3   | 2   | 1   | 0   |
|--|--|---|---|---|---|
| <b>Scoring Guidelines for Director's Assistant</b> | 100% effort put in to all aspects of project, always focused on task | Most of the time effort was put forth, mostly focused on task | Only some of the time effort was put forth, sometimes focused on task | Rarely was effort put forth, rarely focused on task | Didn't participate in any aspect of the project |

### Job Description

- You work with the overall scene and how it is done (the Director works with the actors).
- IMPORTANT: Be sure actors are facing the camera when saying their lines.
- Make sure that the next scene is set up and everyone knows what to do.
- Help the director get the best performance out of the actors.
- Help coordinate the movements of all the extras.
- A Hint: Sometimes it's good to shot the last scene first so that you know you have an ending.



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## Student Video Challenge

### Job Descriptions for Making Videos

Video Title: \_\_\_\_\_

**Props and Scenery Artist** (3 or 4 or the whole group)

| Name of Prop / Scenery Artist | Score |
|-------------------------------|-------|
|                               |       |
|                               |       |
|                               |       |
|                               |       |

| Score   | 4   | 3  | 2  | 1   | 0                                       |
|---|---|--|--|---|---|
| <b>Scoring Guidelines for Props / Scenery Artists</b> | Extremely imaginative; good craftsmanship | Imaginative; some care taken for craftsmanship | Average effort made. Some effort made on craftsmanship | Some effort made to provide props/scenery | No effort made to provide props/scenery |

### Job Description

- Use your imagination. Be creative. If you don't have what you need, make it!
- Look for interesting things that can be used for costumes, props or scenery.  
Ideas: Collect funny or interesting hats, clothing, objects, plastic plants, stuffed animals or dolls, yarn or fabric that can be used to make stuff with, etc.
- Work with the storyboard artist and directors to learn more about how the scene should be set up and the props or scenery that are needed.
- Decide ahead of time what the scenery will be like. Will it be plain, fancy, wild, scary, funny, etc.?



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Video Title: \_\_\_\_\_

**Storyboard Artist** (1 -2 students)

| Name of Storyboard Artist(s) | Score |
|------------------------------|-------|
|                              |       |
|                              |       |

| Score  | 4   | 3   | 2   | 1   | 0                         |
|--|---|---|---|---|---------------------------|
| <b>Scoring Guidelines for Storyboard Artists</b> | Storyboard was complete and thorough; lots of detail provided for director to work with | Storyboard was complete; more detail provided | Storyboard was mostly complete; a little bit of detail provided | Storyboard was slightly complete; very little detail provided | Storyboard was incomplete |

### Job Description

- You will need basic drawing skills to do this job.
- Your job is to use pictures to tell the story (using the script from the writers). These pictures or sketches will be used for planning each scene.
- Practice for this job by tracing pages from your favorite comic book or graphic novel.
- Work with the director and writers to think of close-up shots or other interesting shots that the camera person can take -- that will add interest to the story.
- Try to think of all the details that need to be in each shot and put them in the drawings so the director or assistant director doesn't forget.



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### Job Descriptions for Making Videos

Video Title: \_\_\_\_\_

**Writer** (1 – 2 students)

| Name of Writer(s) | Score |
|-------------------|-------|
|                   |       |
|                   |       |

| Score                                 | 4   | 3  | 2  | 1  | 0  |
|---------------------------------------|---|--|--|--|--|
| <b>Scoring Guidelines for Writers</b> | Topic clearly stated, lots of good examples given, reasoning clearly explained; unique idea | Topic clearly stated, several good examples given, reasoning explained | Topic stated briefly, a few examples given, reasoning explained somewhat | Topic not stated, topic somewhat relevant; only one example given, reasoning not explained | Not relevant to topic at all; No B, M or E; No clear problem or solution |

### Job Description

- You will work with one or more partners to write the script.
- It's your job to tell the story in a clear way so your audience understands the message you are trying to communicate.
- It's your job to create different personalities for each character and think of what they will say or do. Make the character come alive with the words in your script.
- Create a "journey" for the hero – a challenge that he or she has to overcome.
- Remember to put pauses into the script.
- Be willing to change script in the middle of the process, if things aren't working.

