

AUDIOVIDEO

Final Project: Public Service Announcement (PSA)

Description

In this final project you will make use of the knowledge, skills, and attitudes you have developed throughout the module to plan, shoot, and edit a video that broadcasts a PSA. You will present your work to an audience of your peers.

By completing this project you will understand how PSA's can have a positive impact on peers, and how an effective PSA can change behavior. Use the Design Cycle Folder to store all work.

Preproduction

1. Inquiring and Analysing (A)

What information do other grade 10 students need to know to be safe, successful, or more aware?

What are the commonalities between PSA's that you have watched?

What is a PSA? What makes one good? Or lousy?

Why is there a need for PSA's?

Create a detailed design brief that summarizes your analysis of relevant research.

2. Developing Ideas (B)

Plan the video sequence so that it has a clear beginning, middle, and end.

Ensure that your video:

- follows an outline, script, storyboard, or shot sheet
- is minimum of 1 minute in length (excluding credits)
- has a beginning, middle, and end
- includes a variety of shot types (e.g., extreme close-up, long shot, etc.)
- includes a variety of camera moves (e.g., tilt, dolly, pan, etc.)

Explain the criteria that will determine whether your PSA will be a success or not.

Develop a range of possible ideas that can be evaluated against your success criteria.

Develop a detailed planning document for your video (shot list, storyboard, script etc.)

3. The Pitch

To Teacher

Explain the group chosen project focus, and topic that will be displayed.

Include resources you will require, locations you will utilize, and an estimated production timeline. Present the content developed during your Preproduction (A and B) Stages. Present all of your ideas, and be prepared to justify your choice.

The justification should be included in a written document, to be included in your design cycle folder.

Production

1. Creating the Solution (C)

Construct a detailed and logical plan which describes the use of time.

Shoot your footage.

Explain your justification for any changes made along the way.

Postproduction

2. Creating the Solution (C)

Edit the shots together so that the PSA is a cohesive narrative.

Include credits or a title sequence that includes the name and author of the music as well as each group member's roles/contributions.

Evaluating (D)

Critically evaluate the success of your PSA against the project specifications, as well as your own.

Explain how the PSA could have been improved.

Explain the impact of the PSA on the target audience.

Group Members

ComTech marking guide

The Pitch _____/16

7 f]hY f]c b '5 / '6

The Production _____/8

7 f]hY f]c b '7 '

The Evaluation _____/8

7 f]hY f]c b '8

Technical Aspects _____/32

(lighting used effectively)

(camera is steady)

(variety of shots, moves, and angles used to provide impact)

(editing effectively enhances message)

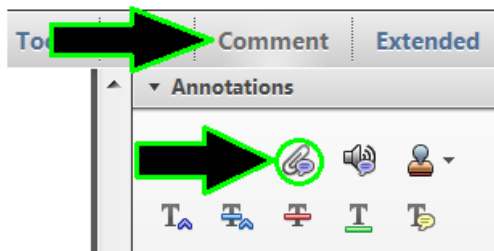
(graphics/titles are used to enhance message)

Total _____/64

Submit your final movie file

Attach your final movie file by following the instructions below:

1. On the **Commenting** toolbar located n the top right hand side of this page, click the **Annotations** tab and then the **Attach a File as a Comment** tool.



2. With the **Attach a File as a Comment** tool selected, click in the box below. The **Add Attachment** dialog opens. Navigate your hard drive to locate the file.



DESIGN CYCLE MARKING

Criterion A: Inquiring and analyzing

The student:

- i. **explains** and **justifies** the need for a solution to a problem for a client/ target audience.
- ii. **constructs** a **detailed** research plan, which **identifies** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem independently
- iii. **analyses a range of** existing products that inspire a solution to the problem in detail
- iv. **develops** a **detailed** design brief, which **summarizes** the analysis of relevant research.

Criterion B: Developing ideas

The student:

- i. **develops detailed** design specifications, which **explain** the success criteria for the design of a solution based on the analysis of the research
- ii. **develops a range of** feasible design ideas, using an appropriate medium(s) **and detailed** annotation, which can be **correctly** interpreted by others
- iii. **presents** the chosen design and **justifies fully** **and critically** its selection with **detailed** reference to the design specification
- iv. **develops accurate and detailed** planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.

Criterion C: Creating the solution

The student:

- i. **constructs a detailed and logical plan**, which **describes** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. **demonstrates excellent** technical skills when making the solution.
- iii. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately**
- iv. fully **justifies** changes made to the chosen design and plan when making the solution.

Criterion D: Evaluating

The student:

- i. **designs detailed and relevant testing methods**, which generate data, to measure the success of the solution
- ii. critically **evaluates** the success of the solution against the design specification based on **authentic** product testing
- iii. **explains** how the solution could be improved
- iv. **explains** the impact of the product on the client/ target audience.

The MYP design cycle

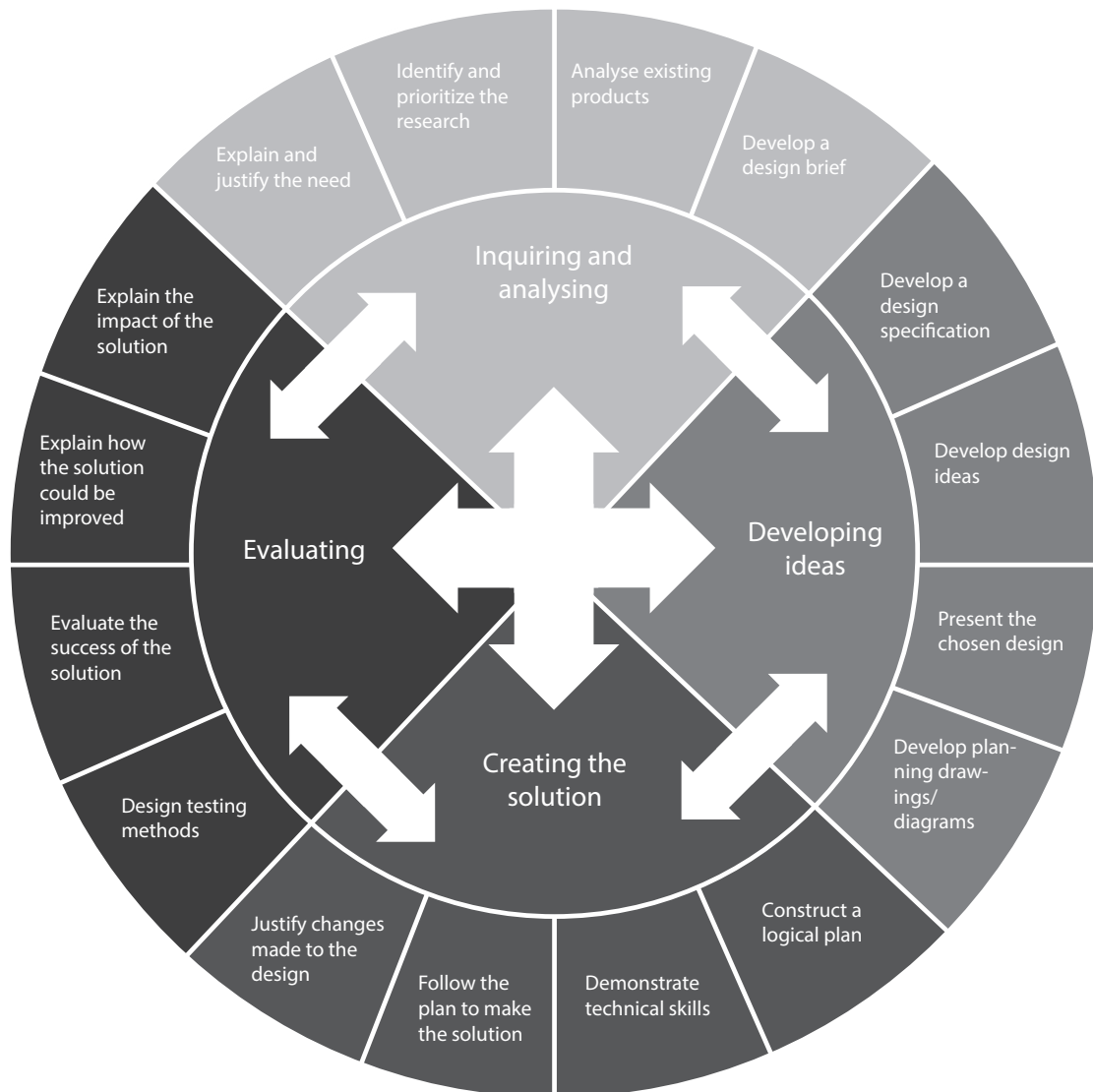


Figure 3
The MYP design cycle

Every designer may approach a problem in a different way. Depending on their specialism, designers tend to have their own methodology, but some general activities are common to all designers. The design cycle model underpins the design process.

The design cycle model (Figure 3) represents the MYP design methodology of how designers develop products. The process is divided into four stages: inquiring and analysing; developing ideas; creating the solution; evaluating. This incremental process allows the designer to go from identifying a design opportunity to the testing and evaluation of a solution. This process leads to the creation of solutions that solve a problem.