**A –KNOWING AND UNDERSTANDING**

7-8 - EXCELLENT

* Use of vocabulary in your review and evaluation
* Detail in your storyboard
* Characterisation

5-6 - SUBSTANTIAL

* Use of vocabulary in your review and evaluation
* Detail in your storyboard
* Characterisation

3-4 - ADEQUATE

* Use of vocabulary in your review and evaluation
* Detail in your storyboard
* Characterisation

1-2 - LIMITED

* Use of vocabulary in your review and evaluation
* Detail in your storyboard
* Characterisation

COMMENTS

The best part is where you focus on the technical details of stop-motion production – where you talk about FPS, palette, camera shots and so on.

Perhaps you don’t need to spend quite so long telling us about the story, especially since we are actually watching it as you speak!

You discuss the narrative and characterisation well.

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| LEVEL | TASK FEEDBACK | DEVELOPMENTAL COMMENT |
| 3/ 4 | Well done - you've used some subject vocabulary, mostly accurately. Certainly, there is room for more discussion of palette, camera angle, frames per second and so on, but this is a good basic start. | Pay a little more attention to the task description and requirements next time; your work is good, but your grades could be better if you were a little more focused on the thing we are actually assessing. |
| 5/6 | There is a really substantial use of vocabulary and concepts in your work. You are making an impressive job of showing your learning in your work. | You could be even more focused on the technical aspects of stop-motion – frames per second, camera shots and movements, palette and so on. |
| 7/8 | This is excellent. Some good use of examples to bring detail to your discussion of the technical aspects of stop motion. | There can always be more detail; we need to start really looking at how different elements of filmmaking – the sound, the camera, the narrative – work together. You are most definitely on the right track, though! |
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**MISCELLANEOUS**

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| Kid made a reasonable video | You’re a natural filmmaker! Really nice recording of the voice and levelling of the sounds. |
| Reasonably capable kid wrote a lazy essay, possibly with a partner | Maybe consider choosing the (probably more challenging) video option next time. You are capable of better. |
| Kid made a video | Really good - well done on choosing the more challenging video option. |
| Kid managed to make a point about character or narrative | You discuss the narrative and characterisation well. |
| Kid narrates plot over video | Perhaps you don’t need to spend quite so long telling us about the story, especially since we are actually watching it as you speak! |
| Kid has some technical info buried in a long plot summary | The best part is where you focus on the technical details of stop-motion production – where you talk about FPS, palette, camera shots and so on. |
| Capable student still resorting to plot summary | Just make sure you are including sufficient detail next time - you haven't really covered things like the camera shots or the palette or the narrative. You are clearly a natural Media student so please ensure you're putting enough of your learning in so I can give you the top grade! |
| Film soundtrack partially drowns out kid’s voice | Maybe just check your work through external speakers next time – it sounds different to when you listen through headphones. |
| Film soundtrack totally drowns out kid’s voice | I’m afraid I can’t actually hear what you are saying – please re-export with adjusted levels and tell me when you have done it. (And please feel free to ask for help!) |
| Kid has some animation in voice | It’s really refreshing to hear someone attempting to make their work engaging – you are a natural Media student! |
| Reasonably capable kid has submitted an essay without proofreading | I’m afraid I’m finding this quite difficult to read since it isn’t in proper sentences and paragraphs. If you want to proofread and re-submit, please tell me when you have done it. |

NB –Note, all we are grading is their knowledge about stop-motion – FPS, palette, camera angle, soundtrack, characterisation, narrative and so on. Whether they made a video or essay, whether it’s proofread or not, is irrelevant to their grade but can certainly be alluded to in the feedback and comments you give them.