Crew Roles

Director

- Places talent in shot according to storyboard/script.
- Makes sure camera, sound and lights are in correct positions.
- Calls for “Quiet on the set! Roll! Camera! Action!” or uses hand signals to begin action on the shoot.
- Calls for a “Cut!” when “clip” is complete or there is a problem.
- Directs Talent to either change lines or deliver lines in a different way.
- No one argues with the director. The director is the ”Boss”.

Camera Tech

- Operates camera and all camera-related parts, such as lenses, focus and zoom.
- Uses the storyboard/script as a guide for setting the shot.
- Insures that there is lead time on the tape before shooting and that time-code is correct (Are all shots cued correctly from previous shots).
- Checks camera batteries and power supply.
- If no sound person is available or required, the Camera Tech also makes sure that camera audio is on and receiving a good signal.

Gaffer

- Organizes all cables, tripods and carts.
- Checks power supplies and connections to any equipment.
- Assists Camera Tech.
- Assists Director.
- Constructs any required light or sound set-ups.

Talent

- Delivers lines or narration according to script and in character, if required.
- Works with Director to make a shot as close to the storyboard and script as possible.
Talent Release

I, ____________________ do hereby agree to recording, photographing, and/or taping me for inclusion in the following:

• To post electronically on a web site.
• For use in publications (print and non-print media)
• Any official or staff related purpose

I agree and hereby release the right to use and to license others to use my name, photo, likeness, video, footage, etc. and agree to hold the same harmless from any and all claims for damages for libel, slander, invasion of the right of privacy, or any other claim based on the use of said material or cause by or arising from my participation in a product/ publication and any utterance made by me or material furnished by me in connection with my participation therein.

Signature: ___________________________________________

Date: _______________________________________________

Parent signature (if talent is under 18 years of age):

____________________________________________________

Date: _______________________________________________
Hollywood, NM
Video Production

Hollywood, New Mexico
Video Production Instructions

Objectives:
It’s all about ENTERTAINMENT! And Hollywood wants you! In just two months, film crews will be setting up in New Mexico to film an upcoming multi-million dollar movie and your help is needed. Your production company has been hired to submit a short video promoting your community as the ideal movie location.

Gather and keep track of your materials, follow the directions, and work in your crews to create an original video. It should be 5-7 minutes long.

Materials:
- Crew Folder containing Crew Roles, Crew Role Cards, Talent Release Forms, Instructions (this page), Community Brainstorming Chart, Preparation for Storyboard, Storyboards, Stay on Track Guide, Video Rubric, Video Vocabulary and/or Vocabulary Worksheet (from the Gaffer Center), Equipment Checklist, and anything else you need to create your video.
- Local print resources. Additional print resources are at the resource table.
- Selected community WWW resources or printouts of selected community WWW sources,
- Video camera
- Tripod
- Appropriate Video Cassettes
- Batteries or power supply cords

Directions:
1. Use the “Stay On Track” sheet to help guide you. Perhaps staple or glue this to the inside of your folder. You may need two folders – one to leave in the classroom and one to take on your shoot. For your shoots, you will need to take “Talent Release Forms”, “Storyboard/Scripts”, and “Equipment Checklist”.
2. Use the “Crew Roles Sheet” and “Crew Role Cards” to decide who will be responsible for each of the four roles: director, gaffer, talent, and camera tech.
3. Create a production company name and logo. Decorate your folder with name and logo.
4. Attend the Skills Centers. Director goes to Director Center, Gaffer to Gaffer Center, etc. Take any necessary notes. Return to your Production Crew and share what you learn with your group.
5. Each student must sign a “Talent Release Form”. Further, make sure that anyone you “shoot” signs a “Talent Release Form”.
6. Browse through and read available print and/or Internet resources. Where could you go to get additional resources? Use the “Community Brainstorming Chart” to share knowledge and ideas for your video.
7. Work collaboratively to complete the “Preparation for Storyboard/Script”.
8. Continue in the completion of the “Storyboard/Script”. Stick figures are just fine in storyboarding.
9. Shoot your video and be prepared to present it.
10. Use the “Video Rubric” to help evaluate your video.
Community Brainstorming Chart

Use this chart and community materials to record features about your community. Describe a feature, some history, its importance and contribution to the community. To continue on to storyboarding/scripting, make a choice on what you want to focus on for your video.

<table>
<thead>
<tr>
<th>Architecture:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools, historic buildings, churches, homes, landmarks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountains, deserts, rivers, lakes, prairies, forests, canales, mesas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Businesses and/or commercial:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Privately owned, publicly owned</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Places:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parks, libraries, museums, hospitals, depots, restaurants, town halls, points of interest</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Historic figures (famous or infamous), local celebrities, members of your family</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Influences:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Food, dance, music, traditions, language, art, stories, folktales, legends, festivals, fiestas, traditions</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Southwest Educational Development Laboratory
Preparation for Storyboard

Name of Video:______________________________________________________

Crew Members:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Purpose and Objective of the Video:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Story Kernel: Tell your story in one sentence:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

From what point of view will your story be told:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Location of the video:
_________________________________________________________________

Talent (who are the actors):
_________________________________________________________________
_________________________________________________________________

Props and Equipment:
_________________________________________________________________
_________________________________________________________________

Special Notes:
_________________________________________________________________
_________________________________________________________________
**Stay On Track Guide**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Completion Date</th>
<th>Our Official Score</th>
<th>Resources We Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did we form a production crew?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did we create a production company name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did we learn our roles and go to each On the Job Training Site?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did we print out necessary materials?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did we share necessary information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did we sign Talent Release Forms?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did we complete the Community Brainstorming Chart?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did we plan our video with the storyboard/script?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did we create a well-thought out video?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did we present our video?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Video Rubric

<table>
<thead>
<tr>
<th>Video Production</th>
<th>Awesome!</th>
<th>Thumbs Up!</th>
<th>Getting There!</th>
<th>Your Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Production</td>
<td>Original idea and approach. Video was excellent and showed many video techniques.</td>
<td>Shows some creativity. Video was satisfactory and showed a limited number of video techniques.</td>
<td>Would benefit from creative enhancement. Video did not show any video techniques.</td>
<td></td>
</tr>
<tr>
<td>Crew</td>
<td>Excellent teamwork. All members of the crew cooperated and worked together. The video was completed on time.</td>
<td>Adequate teamwork. All members of the crew cooperated and worked together. The video was complete, but did not meet the deadline.</td>
<td>Limited teamwork. Not all of the members cooperated and worked together. The video was not completed.</td>
<td></td>
</tr>
</tbody>
</table>

Name of Video: ____________________________________________

Crew Members: ____________________________________________

Comments: ________________________________________________

Final Score: _____________________________________________