

Film, Television & New Media 2019 v1.2

Teaching and learning resource: Storyboard

Storyboard

In the 2019 Film, Television & New Media (FTVNM) syllabus, a storyboard is defined as a visual representation of the shots to be gathered in the order they will appear in the final product with a detailed written description outlining the intended use of technical and symbolic codes.


Teachers and students should consider that:

- a storyboard is a pre-production format used by students to
 - visualise scenes in a moving-image media product
 - demonstrate their intended use of technical codes, symbolic codes, mise-en-scène and editing
 - anticipate production issues
- storyboards are authenticated by teachers before production commences
- students may construct storyboard images by drawing, taking pre-production photographs or digitally generating images
- storyboards using production stills or traced or edited production stills are not appropriate as they are not made during the pre-production phase
- a storyboard is a visual plan of a production but the production may differ from the storyboard as ideas evolve during production
- storyboards in FTVNM typically
 - use correct labelling of the shot type and shot duration
 - show some degree of depth in the frame/perspective
 - use varied compositions, demonstrating considered shot composition, camera movement and subject movement
 - detail elements of mise-en-scène such as colour, character detail, costume and setting
 - use arrows to illustrate camera and subject movement
 - list transitions from one shot to the next
 - indicate audio and any special effects
- the unit of duration is seconds or parts of seconds
- storyboards should include a description in which students explain how they intend to apply codes and conventions relevant to the task. A description helps students to articulate intent and the teacher to understand intent
- storyboards should be detailed enough to provide information about the student's understanding of technologies, representations, audience, institutions and languages. This information can be used by teachers as formative feedback to report on the current state of the student's understanding and application of the key concepts.

Sample storyboard

This example has been made using the [QCAA Storyboard layout](#) template.

PROJECT: *EVERLASTING BLUE* (interactive short film)

Shot/Frame No. 4	INT: Office desk	
	Duration	10 seconds
	Shot type	MS to CU
	Camera angle	LA
	Camera movement	Push in to CU
	Audio (music, SFX)	Tapping pen increasing in volume
	Lighting	Moody, increase blues and key reds
	Transition	Dissolve
<p>Description and justification:</p> <p>The shot begins with a low-angle mid-shot of the protagonist gazing through the window with a wistful expression. She begins to tap her pen. Zoom to a close-up of her face to emphasise her desire to escape the office. The sound of the tapping pen gets louder and, along with the grey buildings and clothing, represents the repetitive monotony of her day-to-day. Key objects, like the pen and the butterfly, are red. These objects communicate danger and risk but are attractive to the audience. The eyes of the audience will mirror the protagonist's, tracking the butterfly as it flutters past the window, out of reach.</p> <p>Colour grading (60% blue, 30% brown-orange, 10% red) is also used to create a dreamlike, whimsical feel and contribute to the nonlinear narrative exploring the nature of memory and freedom.</p>		

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