

SkillsUSA Chapter Recruitment Video Production

GENERAL CONTEST RULES

Each video must be submitted on a separate DVD with 10 seconds of black before the opening titles and 10 more seconds of black after the end of the entry.

Using computer graphics, identify on the video itself, approximately 10 seconds before the video begins and after 10 seconds of black, the title, the category, and the school. Put any credits at the end rather than the beginning of your entry. The timing of the video will begin as soon as the first image of the video appears. The opening graphics and the ending credits **will not** be included in the timing of the video.

Write the category, school name, team members and advisor on the outside cover of the DVD case and the DVD label itself.

Only current members of SkillsUSA may work on the video.

Copyrighted music and the use of scenes from prerecorded tapes are not permissible unless permission for such copyrighted material has been obtained. If permission is granted, **Copyrighted material must be acknowledged in a graphic during the credits** (“footage provided by Universal Studios”, for example). If copyrighted music is involved, **the artist and recording label must be acknowledged in the credits. Failure to obtain permission will result in disqualification.** Schools are strongly encouraged to produce their own music with school choruses and orchestras, local bands, or with music creation programs like Soundtrack and Garage Band.

Script Writing

Film making is storytelling and a well-written script is invaluable in telling your story. Even though visuals will tell the story more powerfully than words ever will, most of the time those visuals, as well as the acting taking place within them, are based on the script. Filmgoers who want to know what happens next or care about any of the film’s characters are drawn into movies by the script, which needs to have plausible story lines, solid continuity, and realistic dialogue.

Creativity

Americans see thousands of commercials each year so commercial producers are motivated to make ads which stand out from the mainstream. That’s where creativity comes in. Sometimes being creative means taking an old idea or theme and giving it a new twist, a principle of both commercials and comedy Aristotle ruminated about 2,000 years ago. Many believe, however, that a higher form of creativity involves taking a brand new approach. Hard to explain but easy to recognize, creativity elicits viewer responses like “how clever!” or “I wish I had thought of that.”

Clarity of Sales Message

Although some national commercials leave viewers scratching their heads about exactly what was being promoted or what they should do after having seen the commercial, our contest encourages schools to air commercials and PSAs with clear messages. Clarity is often achieved with simplicity because, after all, you have only a certain amount of time to get your message out. Repeating your message usually reinforces it, as does the use of attention-getting graphics.

Motivational Power

Any elements which motivate viewers (especially students) to buy the product, perform the activity, come out to the event, contribute to the fund raiser, etc. The more judges are moved to positive action, the higher this score should be, although different people are motivated by different factors. For some, excitement does the trick, while for others a sense of duty or responsibility can be just as powerful a motivator. Still a third group participates because their peers are doing so in large numbers, while other motivational ploys target a search for good price bargains or the desire to be top dog in a contest

Comprehensiveness

Although our competition is limited to 5 minutes, subjects should be treated thoroughly, which reiterates the necessity for narrowing a broad topic down to a manageable focused one. In-depth research is required to achieve comprehensiveness, although much of what is filmed may actually be left on the cutting room floor. Accomplished documentary editors have honed their powers of selectivity and know that all interviews, quotes, and b-roll clips are not equal, nor required to be included in the final edited version.

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PURPOSE:

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of television/video production.

ELIGIBILITY:

Open to all active SkillsUSA members.

SUBMISSION: Entries should be submitted on-site at the State Leadership and Skills Conference at the appropriate time and place per the conference program.

AWARDS:

Gold, Silver and Bronze medals will be awarded for 1st, 2nd, and 3rd place. The winner of this contest *does not* advance to the National SkillsUSA Leadership and Skills Conference.

SUPPLIED BY CONTESTANT:

- Finished video on DVD format.
- Completed script and Storyboard
- Each Contestant must send a one page typewritten résumé (a resume is required for each member of the team)

Scope of the Contest:

The team will be comprised of *two to five members* who will produce a three to five minute video that promotes the following:

- The benefits of SkillsUSA to a student member.

THEME:

The video can use any theme as long as it supports the purpose and provides a tool that can be used to:

- Inform students about the mission of SkillsUSA.
- Inform students of work force readiness skills that are derived from involvement in a Career and Technical Education pathway.
- Inform students of leadership and employability skills gained through involvement in SkillsUSA activities.
- Persuade students to join SkillsUSA.

FORMAT:

Regardless of the production and post-production tools used, participants must submit the finished promotional video to the contest on a DVD.

EVALUATION CRITERIA:

Regardless of theme, all videos will be judged on the following criteria:

1. Script / Storyboard – 10%
2. Camera Work – 10%
3. Editing – 20%
4. Audio – 10%
5. Creativity – 10%
6. Motivational Power – 20%
7. Comprehensiveness – 20%

Videos more than 5 minutes in length will incur a penalty of 20 points

Chapter Recruitment Video Production

Team Number: _____

| Evaluation Criteria | Actual Points | Possible Points |
|---|---------------|-----------------|
| Script / Storyboard | | 10 |
| <p>Script is well organized, identifies a purpose and presents a clear overall message. Script provides and maintains an appropriate and consistent tone for the entire video. Script anticipates and answers major questions about the school, the subject of the video. Script uses language and style appropriate to the intended audience; it involves the viewer while at the same time avoids a sense of exaggeration. Script provides a sense of closure and completeness with a strong and appropriate ending.</p> | | |
| Camera work | | 10 |
| <p>Basic shots (close-ups, extreme close ups, wide shots, medium shots, dolly shots, etc.) are well framed and used appropriately. Video uses an appropriate variety and balance (not too many, not too few) of basic camera shots, angles and techniques. Non-Basic shots (odd camera angles and movement) are used appropriately to add cinematic value; not just “eye candy”. Effectively made use of appropriate locations and props to “frame” shots. Camera lens was focused throughout the video. Video demonstrates use of proper camera equipment such as tripod, lighting kit, microphones, handheld when appropriate.</p> | | |
| Editing | | 20 |
| <p>Technically, the edits are clean throughout the video. The overall edit style and pacing of the program is consistent. Timing of the edits is appropriate and in sync with audio elements. Edits avoid any continuity problems. B-Roll footage is effectively integrated into the program as appropriate. Graphic elements are used effectively to supplement video clips, adding value to the program instead of just “eye candy”. Text titles and lower thirds text are readable used effectively throughout the video.</p> | | |
| Audio | | 10 |
| <p>Audio levels are consistent throughout the program. If used, music selections are appropriate for the subject matter and the audience. If used, music matches the edits and is in sync with visual cues. If used, music is mixed with narration at appropriate levels.</p> | | |
| Creativity | | 10 |
| <p>Americans see thousands of commercials each year so commercial producers are motivated to make ads which stand out from the mainstream. That’s where creativity comes in. Sometimes being creative means taking an old idea or theme and giving it a new twist, a principle of both commercials and comedy Aristotle ruminated about 2,000 years ago. Many believe, however, that a higher form of creativity involves taking a brand new approach. Hard to explain but easy to recognize, creativity elicits viewer responses like “how clever!” or “I wish I had thought of that.”</p> | | |
| Motivational Power | | 20 |
| <p>Any elements which motivate viewers (especially students) to buy the product, perform the activity, come out to the event, contribute to the fund raiser, etc. The more judges are moved to positive action, the higher this score should be, although different people are motivated by different factors. For some, excitement does the trick, while for others a sense of duty or responsibility can be just as powerful a motivator. Still a third group participates because their peers are doing so in large numbers, while other motivational ploys target a search for good price bargains or the desire to be top dog in a contest</p> | | |

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| Comprehensiveness | | 20 |
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| PENALTY PHASE | | |
| Videos more than 5 minutes in length will incur a penalty of 20 points | | |
| Resume Penalty 0 or -5 only | | |
| Total Possible Points 100 | | |