

Project A2 Title: Twilight Zone Chase Sequence

Description

Named after the creepy science-fiction television show, this project calls on students to create a simple chase sequence with a twist that involves some basic cinematic trickery. The person being chased must pass through at least three doors, three windows, and one "eccentric" portal with one hitch: we must see the viewer both enter and exit each portal, yet each one must be different. In other words they must enter one door and leave another, yet make it look as if it's the same door. (This means that the *actual* number of portals doubles.) In preparation, students are required to bring in a sample chase sequence from an actual film and identify the ways that the filmmakers maintain suspense and interest, as well as how continuity is maintained across cuts. Students select their film crews, plan their sequence, storyboard it, and then create the actual film.

Product

At the conclusion of this project the student(s) will create a 2-3 minute chase sequence that meets the minimum requirements for the number of portals.

Objectives

This project is designed to allow students to:

- Gain an awareness that film, space and time differ from actual space and time
- Begin to think in terms of pacing
- Develop an eye for maintaining continuity of action and direction

Support Lessons

Success on this project will depend on lessons in:

- Time and space compression
- Continuity, what it is and how it is maintained
- Basic storyboarding techniques

Links

This project connects to [B2](#) in the other Film assessments.

Resources

Essential resources include sample chase sequences brought in by students, as well as a text on storyboarding, such as; Marcie Begleiter's book, *Word to Image*.

Variants

This project might be modified by insisting that the film cut back and forth between chaser and chased. Additionally, the requirement that the film tell a coherent story (Who is being chased? By whom? Why? Final outcome?) might be imposed. Both of these variants increase the difficulty of the assignment substantially and might be more appropriate for students who eventually will aim for examining at Higher Level.