Digital Communications
6-second "Conflict Reveals Character " Video
Boot Camp: August 20 -26th

Each student will make (write; either shoot or act in; and edit) an original, unique 6-second video illustrating the dramatic principle that conflict reveals character. The video will be exactly 5 seconds long, with 1 second of credits at the end identifying the writer/director, actors, and, if applicable, the soundtrack. There will be some form of conflict in the video--physical, verbal, or even internal; between two people, or a person and nature, or a person and a robot ninja, or a person and his/her mind, or etc. There will be just enough *reaction* to the conflict to reveal the unique or essential personality of one or two characters and/or the unique relationship between two characters. The video may consist of one or several shots.

The process will be to
- ❏ learn the 4-person group with which you will share a camera and editing station
- ❏ write, type and format a script
- ❏ get the script approved, for content and formatting, by Mr. Doherty
- ❏ communicate with your group and check out a camera
- ❏ use your group to help you shoot yours; in turn, help them shoot theirs
- ❏ return the camera
- ❏ edit your footage down to 5 seconds, sequenced how you like
- ❏ add any foley sounds and/or a soundtrack
- ❏ add exactly 1 second of credits identifying the writer/director, actors, and, if applicable, the soundtrack
- ❏ export it/upload it to the comacad youtube page
- ❏ we'll all watch them
- ❏ debrief

Requirements. Camera and editing-station-sharing groups. Script how-tos. Equipment check-out how-tos. Write, storyboard. Get script approved. Check out equipment. Shoot. Return equipment Edit and upload videos.

Assignments
Assignment 1: ComAcad groups form four person project teams.
Assignment 2: Write,Type and Format Script for 6-second Videos
Assignment 3: Camera and Equipment Check-out System for 6-second Videos.
Assignment 4: Produce, Edit and Upload Your Video to Comacaddrake youtube channel.
Assignment 5: Debrief Critical Friends review of 6-second videos.

Outcomes
Students get to know each other working in teams, become familiar with video production equipment and process producing a six second video.

Standards
This lesson delivers competencies for Common Core and California Technical Education standards, along with a set of 21st Century information, media and technology skills. The lesson also adheres to the TUHSD Applied Technology goals and proficiencies.

Assignment 1: ComAcad groups form four person project teams.
Male, female, junior and senior must be represented, preferably in perfect balance.
Select an equipment manager and assign other duties for the project.

Assignment 2: Write, Type and Format Script

Write your script.
Begin with character. That's what the conflict will reveal. What is this person like? What is the most important thing that will ever happen to them? What is the exact middle of the worst part of their life? What do they believe that nobody else believes? What do they understand that everyone should understand, but doesn't? How do others see them? How do they see themselves? What do they want most? What will they do for it? How should the audience feel towards them--admiring, resentful, empathetic? And the other character, if there is one--why are they in the way, or in conflict? Same questions as above for them.

Then consider the conflict. Will the protagonist win, lose or draw? Will it be graceful or sloppy? Physically painful? Awkward? Is it an ongoing conflict or sudden? Is the cause of it present or remote, clear or unclear?

Then write, type and format the script. Skip the title page today to save paper--but never for a movie 7 seconds long or longer. How to format is all over the internet. But: to write a script, use the following parts:

- Correctly formatted scene heading(s). All caps, left-aligned, with one blank line above and below. Like so: INT. PLACE LABEL — DAY or EXT. PLACE LABEL — NIGHT. New place or time, new scene heading. INT. means inside; EXT. means outside. DAY or NIGHT are your ONLY two choices for times in the scene heading.
- Correctly formatted action/description. Two lines below scene heading. Use complete sentences. Single space with a blank line above and below each paragraph. Use normal margins and no indentions for paragraphs; use short (1-3-sentence) paragraphs. Concisely describe everything and everyone we see and hear and nothing we cannot see or hear, such as characters' backgrounds, thoughts or intentions.
- Correctly formatted dialogue (if applicable). Two lines below action/description or other dialogue, the speaker name gets centered in all caps. One line below speaker name, dialogue is not in quotation marks, but is punctuated normally (period at end of sentences). Dialogue, unlike speaker name, is left-aligned and indented 1" both sides, and single-spaced.

Print this and show it to Mr. Doherty. If the content and formatting are ready to shoot, he will approve it by giving you a 3 or 4 on the scorecard below, plus his signature. That will be your ticket to check out a camera or share the one your groupmates have checked out. Groupmates may not share a camera with you if you haven't been approved to shoot yet. If you're at a 1 or 2, revise and resubmit.

1	2	3	4
Needs a thorough rewrite and/or is over 10 days late. May be inappropriate for the audience. May lack feeling and/or logic. May have consistent formatting flaws.	Needs substantial revision. Either tells rather than dramatizes the key fact and context, or creates dissonant or ineffective feeling. May have consistent formatting flaws.	Nearly ready to shoot. Dramatizes one key fact, one key context with feeling, but could use revision for these. Formatted well but with flaws.	Ready to shoot. Tough conflict reveals interesting or emotionally moving character. Formatted flawlessly. On time.

Approved by Mr. Doherty (signature required to use camera): _____

Assignment 3: Equipment Check-out System

The rules and forms for checking out equipment are as follows:
Each project team will select a person to be the equipment manager for each equipment checkout. This "job" rotates throughout the project team giving everyone a chance to be equipment manager.

The equipment manager is responsible for creating a list of all equipment needed for a production shot for the project. This list can be compiled by reviewing the script, storyboard and treatment for the project and talking with other project team members. An Equipment Request Form needs to be filled out and submitted to the Instructor (sample attached). Equipment is then checked out with a due date for return. Both the instructor and the equipment manager sign this document listing the condition of all the equipment being borrowed. All equipment is due on the agreed to date. There can be no transfer of equipment to other Comacad students. Upon return the condition of equipment is reviewed and the Instructor and equipment manager sign the Equipment Request Form as returned.

Your ability to be responsible for equipment is part of your grade. Each student will have a chance to be equipment manager. You will be assessed as an individual and as a group on each Equipment Request by project. All year, you will be scored on it as follows:

1	2	3	4
Equipment Request Form is not completed fully, equipment is not returned on time and/or lost and damaged.	Equipment Request Form is completed, equipment is returned on time with some components missing and/or not assembled correctly.	Equipment Request Form is completed, equipment is returned on time with some components not assembled correctly.	Equipment Request Form is completed, equipment is returned on time with all components organized in the correct formats and packaging.

Assignment 4: Produce Edit and Upload Your Video

Once your script is written and your footage shot, you will
- ❏ edit your footage down to 5 seconds, sequenced how you like
- ❏ add any foley sounds and/or a soundtrack
- ❏ add exactly 1 second of credits identifying the writer/director, actors, and, if applicable, the soundtrack
- ❏ export it/upload it to the ComAcad youtube page: Comacaddrake

Seniors are expected to help juniors with these steps.

Credit for your final video will be given as follows:

1	2	3	4
Video was not shown to class because it was uploaded wrong or late; or it has serious technical flaws, is missing essential components, abandoned the script altogether, and/or is inappropriate for school.	Video may have strayed from the script. May have made mistakes with technical skills you have been taught. May be over 1 second long or short. May have been uploaded to wrong page or uploaded late.	Video stuck to script, demonstrating most of the technical skills you have been taught. It's 5-7 seconds long, including 1-2 seconds of credits. It was successfully uploaded to the correct youtube page on time.	Video stuck to script and brought it alive, demonstrating all the technical skills you have been taught. It's 6 seconds long, including one second of credits. It was successfully uploaded to the correct youtube page on time.

Assignment 5 : Debrief with Critical Friends viewing of 6-second videos

Comacad embraces the Critical Friends protocol for review of media projects. A critical friend can be defined as "a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work."

Source: Costa, A & Kallick, B, 1993, Through the Lens of a Critical Friend. Educational Leadership)

Resources
Equipment Check-out Form
www.pinterest/comacad A collection of web links to Core Craft Skills how-to videos