

Romeo & Juliet Video

Your task in this assignment is to work cooperatively with a group of your peers to visually interpret an act or a couple of key scenes from William Shakespeare's *Romeo & Juliet*. Follow the steps below and refer to the calendar for guidance on daily activities, due dates, etc.

1. Form groups (3-6 per group ... you choose as long as everybody's included).
2. Brainstorm different themes, motifs, or voices you might like to use in your production. You may change the setting and dialogue in any way, but you must stay true to the plot ... the basic gist of the scene(s) and the overall tone and themes of the story must be intact.
3. Choose a scene or two that you might want to do. Come to a consensus as a group about what's manageable and will be fun.
4. Brainstorm a chronology of the key sequences/events in the scene.
5. Discuss tasks within the groups: storyboard artists, camera handles, actors, script writers, costume/set designers/creators, set technicians, etc.
6. Referring back to the text, start the process of storyboarding the key events in the scene, writing scripts, and developing costumes, etc.
7. Rehearse, refine scripts, refine storyboards ...
8. Get SB's and scripts okayed then start filming (MUST HAVE PASS AT ALL TIMES / CHS LOCATION NOTED ON BOARD)

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|--|---|---|
| <ul style="list-style-type: none"> • Introduce assignment • Form groups, brainstorm scenes | <ul style="list-style-type: none"> • Assign duties and begin working on storyboards and scripts for early scene • Work time for storyboards, scripts, rehearsal, prop construction, costuming, etc. | <ul style="list-style-type: none"> • Storyboards and scripts checked • Filming • Download "dailies" and edit • Make arrangements for extra editing time with Mr. Greene. First come, first served. | <ul style="list-style-type: none"> • Filming • Download "dailies" and edit • Make arrangements ... | <ul style="list-style-type: none"> • Filming • Download "dailies" and edit • Make arrangements ... |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| <ul style="list-style-type: none"> • Filming • Download "dailies" and edit • Final editing done by the end of school. | <ul style="list-style-type: none"> • RENDERING of video. This takes time and must be done before you leave from school for the day. | <ul style="list-style-type: none"> • Romeo and Juliet Festival! Mini Academy Awards/Oscars Watch videos. | <ul style="list-style-type: none"> • NO SCHOOL | <ul style="list-style-type: none"> • NO SCHOOL |

To complete this assignment successfully, each person in the group will need to work cooperatively with the other group members and at their various jobs. Use the following chart to help guide you through the processing of identifying major responsibilities.

| STORYBOARD ARTISTS | | SCRIPT WRITERS | |
|--------------------|--|-----------------------------|--|
| duties | | duties | |
| deadlines | | deadlines | |
| CAMERA HANDLES | | COSTUME DESIGN AND CREATION | |
| duties | | duties | |
| deadlines | | deadlines | |
| ACTORS | | SET TECHNICIANS | |
| duties | | duties | |
| deadlines | | deadlines | |

Romeo & Juliet Video Rubric

Members: _____

Letter Grade: _____ Comments: _____

| CATEGORY | Excellent "A" | Good "B" | Developing "C" | Poor "D-F" |
|--|---|---|---|--|
| Content 50% | <ul style="list-style-type: none"> Content and task are paramount in video. Purpose easily distinguished. Tone, theme, and plot of the original are easily and readily distinguished. Message and intent clearly communicated; elements work well within the production Humor used appropriately. Language is appropriate. Bloopers, if used at all, no longer than 30 seconds of total video, but still within allotted time. | <ul style="list-style-type: none"> Attention to content and task is apparent in video. Purpose apparent. Tone, theme, and plot of the original are distinguishable. Message and intent communicated; elements mostly support message and/or task Humor mostly used appropriately. Language is appropriate. Bloopers, if used at all, no longer than 1 minute of total video, but still within allotted time. | <ul style="list-style-type: none"> Attention to content and task is lacking. Purpose difficult to understand. Tone, theme, and plot of the original are somewhat distinguishable; gaps of understanding reflected. Message and intent is obscured by the elements Questionable use of humor. Language is questionable or partly inappropriate. Bloopers, if used at all, no longer than 90 seconds of total video, but still within time. | <ul style="list-style-type: none"> No attention to content and task in production of video. Purpose is completely lost. Tone, theme, and plot of the original are lost completely or to such a degree that they are nearly completely obscured. Message and/or intent is completely buried within elements of the production Inappropriate use of humor. Language is inappropriate. Bloopers, if used at all, longer than 90 seconds, probably outside allotted time for total video. |
| Organization 30% | <ul style="list-style-type: none"> Pre-shoot techniques effectively employed: scripts, storyboards, rehearsals, etc. Met all production deadlines. Polished video with clear sequencing and attention to editing Clear variety of shot types: long, medium, close-up Thoughtful and meaningful use of camera angles: high, straight-on, low Production is within allotted time of 3-6 minutes Well balanced use of titles to organize video; appropriate to task and content Text is easily readable and pertinent to the content Fits purpose perfectly. Excellent use of dissolves, direct cuts, and fades | <ul style="list-style-type: none"> Evidence of pre-shoot techniques in production: scripts, storyboards, rehearsals, etc. Met most production deadlines. Sequencing and editing evident Some variety of shot types: long, medium, close-up Some thought and use of camera angles: high, straight-on, low Production is within allotted time of 3-6 minutes by no more than 1 minute on either side. Some use of titles to organize video; mostly appropriate to task Text is readable and related to content Fits purpose. Sound use of common transitions such as dissolves, direct cuts, and fades | <ul style="list-style-type: none"> Evidence of pre-shoot techniques such as use of scripts, storyboards, rehearsals, etc. is lacking Met some production deadlines. Sequencing and use of editing somewhat unclear or lacking Little variety of shot types: long, medium, close-up Little attention given to use of camera angles: high, straight-on, low Production falls outside of allotted time of 3-6 minutes by more than one minute, but not more than 2. Little effective use of titles to organize video Text size or font is too small or illegible to be easily read Do not match purpose and content. Transitions used seemingly for the sake of using them; difficult to establish link to content or | <ul style="list-style-type: none"> No evidence of pre-shoot techniques effectively employed: scripts, storyboards, rehearsals, etc. Met few if any production deadlines. No evidence of sequencing or editing No variety of shot types OR strict reliance upon one type: long, medium, close-up No thought given to use of camera angles: high, straight-on, low Production falls outside of allotted time of 3-6 minutes by more than 2 minutes. No use of titles to organize video Transitions used solely for the sake of using them; no apparent link to content or task |
| Collaborative Involvement 10% | <ul style="list-style-type: none"> All group members are active in presentation. Presentation time balanced equally between members The presentation workload was obviously divided and shared equally by all members of the team. Excellent use of class time | <ul style="list-style-type: none"> The majority of the group is active in the presentation. Presentation time mostly balanced between members; some do more than others It appears that most team members contributed their fair share of work to the presentation Good use of class time | <ul style="list-style-type: none"> Most team members participated in some aspect of the presentation. Little balance of presentation time Discrepancies in balance of workload apparent Below average use of class time | <ul style="list-style-type: none"> Focus of the presentation is on one group member or is heavily reliant on one person. The workload was not divided equally and few team members contributed their share. Poor use of class time |
| Audio 10% | <ul style="list-style-type: none"> Music, voice over, and effects are perfectly matched to purpose and content Volume of music, voice over, effects is effectively balanced with soundtrack | <ul style="list-style-type: none"> Music, voice over, and effects demonstrate some attention to purpose and content Effort demonstrated to balance volume of music, voice over, and effects with soundtrack | <ul style="list-style-type: none"> Music, voice over, and effects lack attention to purpose and content Volume of music, voice over, and effects is difficult to hear and distinguish between parts and their function | <ul style="list-style-type: none"> No use of music, voice over, or effects to enhance video; total lack of attention to content and task Volume levels completely lacking balance; much of audio track is inaudible or distorted |