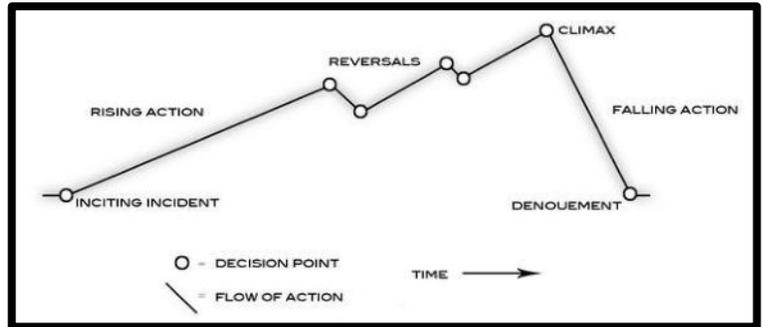


# NARRATIVE STRUCTURE

Choose a movie (*Finding Nemo*):



## Exposition:

What do we learn about the main characters?

- Marlin:
  - Cautious/overprotective:
  - Socially awkward:
- Nemo:
  - 'lucky fin':
  - Frustrated by dad's protective nature:
- Dory (introduced after the inciting incident):
  - Memory challenges:

What do we learn about the setting?

## Inciting Incident:

What event begins the conflict?

What is the question of the plot?

## Rising Action / Complications:

Make a list of the obstacles in Marlin's way:

Simultaneously, Nemo is having his own adventure. Make a list of the obstacles in Nemo's way:

## Climax:

How is the plot's conflict resolved?

## Falling Action:

How have the characters grown or developed?

## Resolution / Denouement:

When the characters return to their old life, how has their adventure changed them?

## Open Scene Project

Video Length: 0:20 – 1:00 ☆ 4 days to completion ☆ Tentative Due Date: \_\_\_\_\_

### Overview of Project:

Create a very short narrative using only the dialogue provided. Minimally, you will include all the required shots; however, you may choose to expand the number of shots, if you wish. You will create a storyboard for your project and have it approved by the instructor, then use the approved storyboard to film all your footage in one class period. Then, you will have one day to cut together the footage into a short video that meets the following requirements:

### Requirements:

- 1. Slate.** For the first five seconds of your completed video, show a slate that gives the required information: The project title (Open Scene), the class and period (Media Arts II, period x), your name, the date.
- 2. Ten Shots.** Include no fewer than ten shots. You may (of course!) include more. (*Not necessarily in this order*)
  - a. At least one establishing shot that reveals the location.
  - b. At least one establishing shot that reveals character A's identity. (Show, don't tell.)
  - c. At least one establishing shot that reveals character B's identity. (Show, don't tell.)
  - d. A long shot of the two characters in the same space (used to establish the line of action/180-degree rule).
  - e. A medium or close-up of character A delivering lines.
  - f. A medium or close-up of character B delivering lines.
  - g. A close-up of a reaction that character A makes to something B says or does.
  - h. A close-up of a reaction that character B makes to something A says or does.
  - i. An extreme close up of the item mentioned in the final line.
  - j. Some sort of resolution, where we see the impact/meaning of the item being delivered to character B.
- 3. Titles.** Your titles will clearly indicate the names of any talents who are featured in your video. Further, your titles will provide credits that indicate the titles, names, and licenses for any music track that you use. You may include titles at the beginning of your video, at the end of your video, or both.
- 4. Vanity Card:** Your video production company's vanity card should appear at the end of the credits.
- 5. Basic Items:** These basic filming requirements stand for every project: Proper use of white balance, clear focus, no backlighting, use of the rule of thirds, clear backgrounds/no distractions, etc.
- 6. Continuity.**
  - a. **Props/Costume Continuity:** Make sure that your actors are wearing the same clothing, that props don't appear without clear indications from where they have come,
  - b. **Continuity of Motion/Action:** Be sure that movements across the screen and eye-line continue in the same direction unless you show the talents changing direction on screen.
- 7. Interesting Camera Angles and Shots.** Find interesting looks and angles to tell your story. It is recommended, but not required that you include at least one shot where the camera is in motion—a tracking shot, a push or pull shot, or a dolly shot.
- 8. Sound Effects/Music/Underscoring.** Plan, shoot, and edit with the music and sound effect in mind. You will record each audio component separately (dialogue, sound effects, room tone, underscoring). In editing, you will make transitions and events happen at key parts in the music—make sure you have the footage that you need in order to use the music and sound effects the way you intend.
- 9. Narrative.** Your video must tell a story—perhaps the story is not complete, but the video must have an understandable storyline. Who is the 'good' guy? Who is the 'bad'? Why is the action happening? How do these characters feel about what they are saying? How do they feel about each other? How does the action turn out? And how can you answer all these questions visually (without adding any words to the dialogue below?)
- 10. No Additional Dialogue.** Your story must be told using ONLY the words in the short script, visuals, and sound effects. You may utilize pauses, sighs/groans/grunts, inflection in the delivery of the words from the script, hand and facial gestures, costuming, camera shots and movements to tell your version of the story. Work to tell your story visually: through the pictures you are showing to the audience. Show, don't tell.
- 11. Editing.** Your editing technique must:
  - i. Have no unintentional inclusions and/or outtakes.
  - ii. Uses music or other sounds to help viewers recognize the location / style of the piece

## Open Scene Project

Lines:

- 1 Character A: You're late.
- 2 Character B: I know. I couldn't help it.
- 3 Character A: I understand.
- 4 Character B: I thought you would.
- 5 Character A: I have something to give you.
- 6 Character B: Really?
- 7 Character A: Yes, this.

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### Questions to answer:

Who is Character A and how will you share this idea with the audience?

Who is Character B and how will you share this idea with the audience?

What is the object/item that Character A gives to Character B in line 7?

Where is this scene taking place and how will you reveal this location to the audience?

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### **Subtext tools to use:**

- Stress, emphasis placed on a word when pronounced
- Inflection, the way the voice goes up or down when a word is pronounced
- Pause, break in reading for emphasis
- Nonverbal communication, gestures, posture, the presence or absence of eye contact

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### **Possible scenarios (or you can come up with your own): (Just remember that costumes, props, and locations will help sell this.)**

- Two friends, the late friend has just arrived at what will be a surprise party for him/her
- Pizza delivery man and customer, the pizza delivery is late
- Bride and groom, one has arrived late for the wedding
- Spies, they are meeting secretly to exchange information
- Lovers, they are meeting at a romantic restaurant
- Teacher and student, the student is handing in a late paper

Group Members (alphabetical)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Shot Description:

Shot Type:  
XLS, LS, MS, CU, XCU



Shot Description:

Shot Type:  
XLS, LS, MS, CU, XCU



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**OPEN SCENE ASSESSMENT**  
**Assessment: Total 90 points**

		Exemplary 100+%	Proficient 100-90%	Partially Proficient 89-75%	Improvement Needed 75-60%	Deficient or Missing < 60%	Comments
General Practices	<b>Equipment Management</b> Group treats equipment responsibly, uses assigned gear, returns to proper locations, etc. SD card is kept in case.						
	<b>Working Attitude</b> Group spends all available time working on video, overcomes problems and challenges, students are in correct location, and return to classroom on time.	6	5	4	3	0	
Planning / Paperwork	<b>Quality of Concept:</b> Exposition is clear. The conflict is understandable, even without the use of dialogue.		5	4	3	0	
	<b>Worksheet &amp; Storyboard Completed</b>	6	5	4	3	0	
	<b>Planned Content is Followed</b>	6	5	4	3	0	
Filming	<b>Use of Slate, Pre-roll &amp; Post Roll</b> Dry erase board (or paper) marks the start of the footage from this production.		2		1	0	
	<b>Focus &amp; White Balance</b> All shots are in focus and correct white balance setting was used.	6	5	4	3	0	
	<b>Lighting</b> Subject of shot is easily visible and well-lit. Additional lighting was used if needed. No backlighting.	6	5	4	3	0	
	<b>Camera Motion</b> Camera is steady, tripod was used to stabilize the shot. Motions (pan, tilt, zoom, etc.) are smooth and slow.	6	5	4	3	0	
	<b>Composition</b> Rules of good composition are followed: <ul style="list-style-type: none"> <li>o action/motion within the shot,</li> <li>o depth – in each shot, show depth; don't film against a wall,</li> <li>o clear/empty background – no movement in background,</li> <li>o rule of thirds:  <ul style="list-style-type: none"> <li>eyes on upper third line / proper head room</li> <li>give lead room / look room by using the vertical lines</li> <li>avoid centering the subject</li> </ul> </li> <li>o <b>consistent use of 180 degree rule to maintain continuity</b></li> </ul>	6	5	4	3	0	
	<b>Variety of Shots</b> Production uses a variety of shots to convey information: <b>XCU:</b> information about small props, specific actions <b>CU:</b> reactions of characters/faces <b>LS:</b> large actions, changes in character locations <b>XLS:</b> establishing locations,	6	5	4	3	0	
Editing	<b>Slate &amp; Black &amp; Titles</b> <u>Digital Slate:</u> production information (for teacher/technicians) <u>Black:</u> 5 seconds after slate, and after credits <u>Title:</u> content for audience to see <u>Credits:</u> names/roles performers, technicians, music, etc. <u>Vanity Card</u>		5	4	3	0	
	<b>Digital Editing</b> No jump cuts, no blank spots, no unintentional shots/inclusions in final product.	6	5	4	3	0	
	<b>Continuity</b> Continuity (in both content and motion) is maintained throughout the video through the careful planning, recording, and editing.	6	5	4	3	0	
	<b>Length of Shot / Pacing</b> Each shot is long enough for the audience to understand, but not so long as to slow the pacing of your video. Pre-roll and post-roll is used for transitions or cut out.	6	5	4	3	0	
	<b>Music Bed/Sound Effects</b> Individual has selected copyright-friendly music and/or sound effects to include at an appropriate volume level. Music/sounds add to the audience's understanding.		5	4	3	0	
	<b>Storytelling</b> Story is clearly told. Audience can identify the location, characters' traits, relationship, meaning of the exchange, and the result of receiving the item.	12	10	8	6	4	
Submission / Oral Critique	<b>Submission</b> Export using correct format. Placed correctly titled file in proper folder on our server.		3	2	1	0	
	<b>Oral Critique</b> Student engages in post-screening critique focusing on strengths and weaknesses. Student is not defensive and is constructive.	6	5	4	3	0	