

# SYLLABI: ART 4310\_Sec01 MULTIMEDIA EDITING

## HYE YOUNG KIM

Assistant Professor of Art  
Department of Art  
+ Visual Studies  
601 S. Martin Luther King Jr. Dr  
Carolina Hall G32  
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Office: 336-750-3343  
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## Multimedia Editing

Spring 2016 ART 3354\_Sec 01/02, Credit: 3 hrs | Winston Salem State University  
Meets: Mon/Wed 8:00am-9:45am (each 1hr 45min studio time), Fine Arts Building 207

Instructor: Hye Young Kim | Email: kimhy@wssu.edu

Office Hours: Tuesday 9:00am-3:00pm, Carolina Hall G033/032

\* check your WSSU email in every week for important announcements and communications

\* use your WSSU blackboard for submitting assignments and checking your grade

### COURSE DESCRIPTION

This upper level art course is designed to have the creative production of time-based art using digital video and effects. This course explains the history of video as art form and introduces video art, performance and video installation as contemporary art practice from the late-60s to today. It focuses on developing aesthetic, conceptual and technical skills to produce time-based works. Class activities include video camera instruction, video editing demonstration, in-class video shooting, screenings, reading, discussion, student presentation, video production projects and critiques.

### COURSE OBJECTIVES

1. Learn how to use various video cameras: DSLR, camcorder, GoPro(action camera), Blackmagic Pocket Cinema Camera.
2. Learn how to use video editing programs: iMovie, Final Cut Pro, DaVinci Resolve, GoPro Studio
3. Learn compositing, sequencing of ideas, and narratives as well as non-narrative structures in time-based media.
4. Build aesthetic, conceptual, and technical skills for the creation of time-based works
5. Develop a formal and critical vocabulary for discussing and critiquing works of time-based media
6. Engage an inter-disciplinary and inter-media approach to time-based media
7. Understand major critical, historical, and cultural issues in time-based media
8. Create a portfolio of time-based media art

### COURSE REQUIREMENT

1. COURSE TEXTBOOK: Assigned reading will be provided as PDF files in Blackboard.
2. MATERIALS/EQUIPMENT (No USB, but brandnew external hard drive)
  - Please bring **over 100GB external hard drive** (ex. 250GB, 500GB, 1TB, 2TB...) compatible with Mac.
  - We have only Mac computers at FAB 207 computer lab.
  - If you use Mac at school and Mac at home, you can format as "Mac Os Extended (jornaled)."
  - If you use Mac at school and PC at home, you can format as "Ex-FAT" or "FAT-32"
  - If you bring your external hard drive, I can help you for checking compatibility and formatting if needed.
  - If you cannot bring or purchase external hard drive, please consider to drop this class.

### GRADES (100%/ 100pt )

(80%)/ 80pt :20pt project 01/ 20pt project 02/ 20pt project 03/ 20pt project 04

(10%)/ 10pt :Critical essay

(10%)/ 10pt :Attendance

### GRADING SCALE (100 points possible)

100% possible: A: 100%-93%, A-: 92%-90%, B+: 89%-87%, B: 86%-83%, B-: 82%-80%, C+: 79%-77%, C: 76%-73%, C-: 72%-70%, D+: 69%-67%, D: 66%-63%, D-: 62%-60%, F: below 60

**Attendance: Cellphone use in the class = 1 absence**

**3 lates(1 absence) 3 absences(-2) 4 absences(-4) 5 absences(-6) 6 absences(-8) 7=FAIL!!**

- Missing statement for each project : -2 point from 20pt.
- Not attending critique for each project : -2 point from 20pt.
- **Latework(deadline: critique day) for each project : -2 point from 20pt. No more than after 1 week of critique.**
- Technical emergency(broken Camera, USB, laptop, power out, internet out) can extend deadline when students request to an instructor, but technical problem is not consideration of grade. Instructor will give you grade only with your submitted assignment(proof).
- Camera/computer problem(not transfer/save photos in computer, damage photos which cannot open) is a part of learning process, so it is not consideration of grade. If you take 100 photos/videos but you don't save them to computer, you need to reshoot. If your photos/videos don't open in computer(problem of SD card, Camera, USB), you need to reshoot. Students are responsible to submit all photos/videos appropriately.

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### ATTENDANCE GUIDELINE

**Attendance: Cellphone use in the class = 1 absence**

**3 lates(1 absence) 3 absences(-2) 4 absences(-4) 5 absences(-6) 6 absences(-8) 7=FAIL!!**

1. FAIL: After 7 unexcused absences, the student will fail in this class.
2. Late policy: class start to 10 minutes(late). After 10 minutes, our classroom will be closed/locked, and you will get 1 absence. You cannot come in the classroom because you can bother other students.
3. Leave early policy: leave less than 20 minutes early(1 late), leave more than 20 minutes early(1 absence)
4. Unexcused absence: over-late, over-sleeping, missing the bus, scheduled medical appointments, court dates, car problems, child care conflicts, and other non-emergency situations. You can have 2 unexcused absences through a semester, and they will not affect your grade.
5. Excused absences: death in the family, school sponsored sports activities, job interviews, doctor's note, health problems that prohibit attendance. First you need to send me (kimhy@wssu.edu) before the scheduled class. Then bring your official document in a week after your excused absence.

### STUDENT RESPONSIBILITY FOR COURSEWORK

**NO CELL-PHONE IN THE CLASSROOM (Cellphone use in the class = 1 absence)**

1. If students use their phone, an instructor will ask them to put it in a basket and pick it up after the class. If not, you will be asked to leave the classroom because of class interruption and will be checked as 1 absence. No call. No text. No checking emails. No internet surfing. No music. No headphone.
2. Students expect to come to the class and work in the class.
3. Students expect to spend a minimum of 6 hours per week working outside of class.
4. Students expect to submit all assignments before deadlines.

### DEPARTMENT OF ART + VISUAL STUDIES ATTENDANCE POLICY

**Art courses in particular depend heavily on attendance.** Studio and lab courses meet for longer blocks of time than lecture courses in other disciplines; they are comparable to science labs in terms of the necessity to be present in a specific environment with specific equipment in order to complete the required work. Students actively participate in demonstrations, create art and work on projects during class periods. Students are also expected to regularly participate in discussions and critiques. Your regular and prompt attendance in class will facilitate the successful completion of projects. In other words, if you are consistently late to class, or miss multiple classes—regardless of the excuse—you will have a difficult time finishing projects to the satisfaction of the instructor. This will adversely impact the grade that you will earn in the course.

Any student who must miss class due to participation in an approved university event must notify the instructor in advance in order to be excused, and to arrange for the make-up of required work. Please remember that it is always the responsibility of the student to notify the instructor of an absence and ensure that all make-up work is submitted promptly. Absences, even excused ones, do not exempt you from turning in work. Beyond official university excuses, the instructor of each course has the discretion to excuse absences and provide a guideline for the make-up of work. Typically, circumstances such as a serious and verifiable illness, or a death in the family, will be excused absences—but scheduled medical appointments, court dates, car problems, child care conflicts, and other non-emergency situations DO NOT constitute absences that will be excused. Students must provide a copy of written documentation in order for their absence to be excused. Excuses for scheduled absences must be submitted in advance. Students should inform the instructor of absences due to unforeseen circumstances ASAP via email or phone; documentation for emergency absences must be submitted on the day the student returns to campus.

Additionally, all students should conduct themselves with courtesy, respect and professional deportment in the classroom at all times. The use of cell phones/electronic devices in any way is prohibited unless specific permission has been granted.

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### ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Students with a documented disability must contact the WSSU Disability Services Office each semester to receive consideration for any accommodations in this course. All accommodations are coordinated through the WSSU Department of Disability Services. You may contact the Department of Disability Services by email at dds@wssu.edu. If you have registered in a previous semester, continuation is not automatic. Action is required on your part. Please contact dds@wssu.edu to continue your accommodations. Accommodations are not retroactive.

### ACCESSIBILITY STATEMENT 2014-15

Students with ADA-documented physical, sensory, psychological, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the WSSU Department of Disability Services. You may contact the Department of Disability Services by email at dds@wssu.edu. If you have registered in a previous semester, continuation is not automatic. Action is required on your part. Please contact dds@wssu.edu to continue your accommodations. Accommodations are not retroactive.

### UNIVERSITY POLICY AND REGULATIONS

All students are responsible for making themselves aware of and abide by all university policies and regulations stated in the university catalog available on the WSSU website. I suggest you review the following university policies below links.

<http://www.wssu.edu/administration/legal-affairs/policies-and-procedures.aspx>

### GENERAL EDUCATION CRITICAL THINKING COURSE (STUDENT LEARNING OUTCOME)

This course can be used to fulfill a university General Education Critical Thinking requirement. Course assignments are designed so students will identify and solve creative problems and be able to discuss them with their peers. Through the critique process students will analyze visual work and verbally express their interpretation of it in the context of the artist intent and their own knowledge of the media and art history. In the process of evaluating work students will present clear evidence of their understanding of each assignment and it's intend. Identifying, analyzing, interpreting and drawing substantive conclusions presented to the student in the form of creative projects is at the core of this course.

#### \*Important Note

Every student taking this course as a part of their General education curriculum should have spoken with their adviser before registering to make sure it is suitable for your major.

#### Critical Thinking Rubric for General Education

Analyze, synthesize or deconstruct, interpret and evaluate information and concepts to solve problems.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<b>Identify/ Summarize Problem/ Issue</b>	Issue/problem to be considered is stated/represented clearly and comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered is stated/represented, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated/represented but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated/represented without clarification or description.
<b>Analyze (Synthesize/ Deconstruct)</b>	Separates and distinguishes the constituent parts of something (as a substance, a process, a situation, a statement) and indicates important similarities and differences, contradictions and continuities, cause and effect relationships, or patterns.	Separates or distinguishes the component parts of something (as a substance, a process, a situation, a statement) to reveal unique elements.	Separates or distinguishes the component parts of something (as a substance, a process, a situation, a statement) but the organization is not effective in revealing important patterns, differences or similarities.	Ignores key points or shows confusion about relationships among key points; fails to create order from details or detail from order.
<b>Interpret/ Evaluate</b>	Thoroughly examines information at hand, as well as that which is inferred, to identify facts, data, contexts, points of view, assumptions, biases, etc., using appropriate criteria and standards (e.g., laws, rules, values, credibility, reliability, validity, depth, breadth, currency).	Examines information at hand to identify facts, data, contexts, points of view, assumptions, biases, etc., using appropriate criteria and standards (e.g., laws, values, credibility, reliability, validity, depth, breadth, currency).	Examines some but not all information to identify facts, data, contexts, points of view, assumptions, biases, etc., but the process is either not transparent or fails to use appropriate criteria and standards	Fails to examine relevant information, or examines the wrong information, or examines information using inappropriate criteria and standards.
<b>Conclusions/ Outcomes</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect informed evaluation and ability to place evidence and perspectives presented in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information presented; related outcomes (consequences and implications) are oversimplified.

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### Week 1

**Jan 11 Mon:** Introduction of class and explanation of syllabus  
**Jan 13 Wed:** Project 1

### Week 2

**Jan 18 Mon:** **Martin Luther King Day/NO CLASS**  
**Jan 20 Wed:** Project 1

### Week 3

**Jan 25 Mon:** Project 1  
**Jan 27 Wed:** Project 1

### Week 4

**Feb 1 Mon:** Project 1  
**Feb 3 Wed:** Project 1

### Week 5

**Feb 8 Mon:** **Project 1: Critique/ Submit Project 01**  
**Feb 10 Wed:** PProject 2

### Week 6

**Feb 15 Mon:** Project 2  
**Feb 17 Wed:** Project 2

### Week 7

**Feb 22 Mon:** Project 2  
**Feb 24 Wed:** Project 2

### Week 8

**Feb 29 Mon:** Project 2  
**Mar 2 Wed:** **Project 2: Critique/ Submit Project 02**

### Week 9

**Mar 7 Mon:** **Spring Break/ No class**  
**Mar 9 Wed:** **Spring Break/ No class**

### Week 10

**Mar 14 Mon:** Project 3  
**Mar 16 Wed:**Project 3

### Week 11

**Mar 21 Mon:** Project 3  
**Mar 23 Wed:** Project 3

### Week 12

**Mar 28 Mon :** Project 3  
**Mar 30 Wed:** Project 3

### Week 13

**Apr 4 Mon:** **Project 03: Critique/ Submit Project 03**  
**Apr 6 Wed:** Project 4

### Week 14

**Apr 11 Mon:** Project 4  
**Apr 13 Wed:** Project 4

### Week 15

**Apr 18 Mon:** Project 4  
**Apr 20 Wed:** Project 4

### Week 16

**Apr 25 Mon:** Project 4  
**Apr 27 Wed:** **Critique Final Project/ Last day of class/ Submit Everything**

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## Project 01. Narrative Methods in Time-Based Media

### CRITIQUE DAY:

#### Project Description

People learn through stories, define themselves through stories and think in stories. Telling stories through pictures has been one of art's most important tasks for centuries. Video art is a particularly appropriate narrative medium, because it links narrative structures with temporal development; and the room installation, as a narrative space, increases the immediacy of the experienced event.

#### Project Objectives

1. Understand and explore linear and circular narrative methods in time-based media
2. Learn how to use a video camera and to use video editing program (i-Movie and Final Cut Pro)
3. Create a short film using narrative methods.

#### Project Assignment

1. Record 9 video clips for linear narrative and 9 video clips for circular narrative with a video camera. Record as HD video (1280x720/ 720p).
2. Create linear narrative movie (90 seconds), each 10 sec x 9 = 90sec  
Create a story which has beginning and ending.
3. Create circular narrative movie (90 seconds), each 10 sec x 9 = 90sec  
A story that ends in the same place it began is commonly called a circular or cyclical narrative.
4. Submit two videos to Instructor:

#### Project Process

1. Project presentation
- 2.3. Final Cut Pro Tutorial
- 4.5. Video shooting/video editing/ Video Shooting outside.
6. Critique

#### Project Critique

1. USB to instructor's computer  
-LinearNarrative\_HyeKim.mov (90sec) and CircularNarrative\_HyeKim.mov(90sec)  
-File requirement: size 1280x720p, codec: H.264, format: MOV file, duration: 90 seconds = 1min 30sec
2. TEXT to WSSU blackboard (minimum 300 words)  
Submit artist statement to explain your conceptual, visual and technical development of each video.

CRITERIA	Excellent Milestone	Good Milestone	Mile stone	Bench mark
<b>Identify/Summarize Problem/Issue (conceptual development)</b> Issue/problem to be considered is stated/represented clearly and comprehensively, delivering all relevant information necessary for full understanding.	4pt	3pt	2pt	1pt
<b>Analyze/Synthesize/Deconstruct (technical development)</b> Separates and distinguishes the constituent parts of something (as a substance, a process, a situation, a statement) and indicates important similarities and differences, contradictions and continuities, cause and effect relationships, or patterns	4pt	3pt	2pt	1pt
<b>Interpret/Evaluate (visual development)</b> Thoroughly examines information at hand, as well as that which is inferred, to identify facts, data, contexts, points of view, assumptions, biases, etc. using appropriate criteria and standards.	4pt	3pt	2pt	1pt
<b>Conclusions/Outcomes</b> Conclusions and related outcomes (consequences and implications) are logical and reflect informed evaluation and ability to place evidence and perspectives presented in priority order.	4pt	3pt	2pt	1pt
<b>Video Tutorial 4pt</b> <b>Total: 20pt</b>				

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## Project 02. Stop Motion Animation

### CRITIQUE DAY:

#### Project Description

Stop motion is an animation technique that physically manipulates an object that appears to move on its own. The object is moved in small increments between individually photographed frames, creating the illusion of movement when the series of frames is played as a continuous sequence. For example, dolls with movable joints or clay figures are often used in stop motion for their ease of repositioning.

#### Project Objectives

1. Understand definition and history of Stop Motion Animation
2. Understand sequence and frame rate of Time Based Media
3. Learn Stop Motion Animation technique (taking photos, editing photos in Photoshop, and putting together in FCP)
4. Learn how to edit videos in Final Cut Pro

#### Project Assignment

1. Choose an inanimate object (doll, chair, desk, flower, clothes, pen, paper, book...)  
No human. No animal.
2. Take 300 photos with manipulated movement of the object (ex. Move a pen to the right. Take a photo. Move a pen to the top. Take a photo...). Camera should be fixed by using a tripod.
3. Edit 300 photos in Photoshop (size: 1280 x 720px / format: save as JPEG)
4. Import 300 photos into FCP.
5. Create Stop Motion Animation with 2 frame rates (10fs/30fs) in FCP.

#### Project Process

1. Project presentation
- 2.3. Final Cut Pro Tutorial
- 4.5. Video shooting/video editing/Video Shooting at FAB 124 with a tripod/backdrop
6. Critique

#### Project Critique

1. USB to instructor's computer

Submit two animations: StopMotion10FS\_HyeKim.mov and StopMotion30FS\_HyeKim.mov  
size: 1280x720 (720p), frame rate: 10fs(10 frames per second) or 30fs(30 frames per second)  
codec: H.264, format: MOV

2. WSSU blackboard-Artist Statement (minimum 300 words)

Submit artist statement to explain your conceptual, visual and technical development of each video.

CRITERIA	Excellent Milestone	Good Milestone	Mile stone	Bench mark
<b>Identify/Summarize Problem/Issue (conceptual development)</b> Issue/problem to be considered is stated/represented clearly and comprehensively, delivering all relevant information necessary for full understanding.	4pt	3pt	2pt	1pt
<b>Analyze/Synthesize/Deconstruct (technical development)</b> Separates and distinguishes the constituent parts of something (as a substance, a process, a situation, a statement) and indicates important similarities and differences, contradictions and continuities, cause and effect relationships, or patterns	4pt	3pt	2pt	1pt
<b>Interpret/Evaluate (visual development)</b> Thoroughly examines information at hand, as well as that which is inferred, to identify facts, data, contexts, points of view, assumptions, biases, etc. using appropriate criteria and standards.	4pt	3pt	2pt	1pt
<b>Conclusions/Outcomes</b> Conclusions and related outcomes (consequences and implications) are logical and reflect informed evaluation and ability to place evidence and perspectives presented in priority order.	4pt	3pt	2pt	1pt
<b>Video Tutorial 4pt</b> <b>Total: 20pt</b>				

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## Project 03. Action in Video Art

### CRITIQUE DAY:

#### Project Description

In performance art, the artist's medium is the body, and the live actions he or she performs are the work of art. The term, used loosely at first, arose in the early 1960s as American practitioners sought a way to refer to and describe the many live events taking place at that time. Performance art usually consists of four elements: time, space, the performer's body, and a relationship between audience and performer. Traditionally, the work is interdisciplinary, employing some other kind of visual art, video, sound, or props. Although performance art takes the form of live action, it has reached a large public audience through documentation of the performance.

#### Project Objectives

1. Understand video art, performance art and action art.
2. Understand how to focus on human body as an aesthetic material and as projection surface and as a indicator of mental states.
3. Learn how to record body performance with various video cameras.
4. Learn how to edit video as the documentation of the performance.

#### Project Assignment

1. Record 4 action videos with human body by using 2 different cameras (DSLR/Camcorder, GoPro)  
Action examples: walk, run, jumping, swimming, skateboarding, playing sports, climbing.....)  
Try to record each action under 5min.
2. Green Screen Video (Camcorder/DSLR camera) each 20sec video, total 20sec video  
- You need to perform 5 different actions. Each clip can be 20sec. You need to remove all backgrounds and show 5 different actions in one scene.
3. GoPro Action Video (GoPro action cam)  
- You need to wear GoPro Action Video by attaching on your head or shoulder or arms.  
- You move with 5 different actions. Each clip(20sec upto 1minute) Total(1minutes to upto 5minutes)
5. Record all videos as 1280x720p/ 30fs are recommended/ MOV file.
5. Import selected videos into FCP.
6. Edit the selected videos as documentation of the body performance.

#### Project Process

1. Project presentation/ 2.3. Final Cut Pro Tutorial /4.5. Video shooting/video editing/ 6. Critique

#### Project Critique

1. USB to instructor's computer

Submit 2 completed videos. Greenscreen\_HyeKim.mov(20sec) and GoPro\_HyeKim.mov(upto 5min)  
size: 1280x720 (720p), frame rate: 30fs, codec: H.264, format: Mov, duration: upto 5 minutes

2. WSSU blackboard-Artist Statement (minimum 300 words)

Submit artist statement to explain your conceptual, visual and technical development of each video.

CRITERIA	Excellent Milestone	Good Milestone	Mile stone	Bench mark
<b>Identify/Summarize Problem/Issue (conceptual development)</b> Issue/problem to be considered is stated/represented clearly and comprehensively, delivering all relevant information necessary for full understanding.	4pt	3pt	2pt	1pt
<b>Analyze/Synthesize/Deconstruct (technical development)</b> Separates and distinguishes the constituent parts of something (as a substance, a process, a situation, a statement) and indicates important similarities and differences, contradictions and continuities, cause and effect relationships, or patterns	4pt	3pt	2pt	1pt
<b>Interpret/Evaluate (visual development)</b> Thoroughly examines information at hand, as well as that which is inferred, to identify facts, data, contexts, points of view, assumptions, biases, etc. using appropriate criteria and standards.	4pt	3pt	2pt	1pt
<b>Conclusions/Outcomes</b> Conclusions and related outcomes (consequences and implications) are logical and reflect informed evaluation and ability to place evidence and perspectives presented in priority order.	4pt	3pt	2pt	1pt
<b>Video Tutorial 4pt</b> <b>Total: 20pt</b>				

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## Project 04. Places in Video Art

### CRITIQUE DAY:

#### Project Description

How does contemporary art address the idea of place? How do artists working today reveal and question commonly held assumptions about land, home, and national identity?

#### Project Objectives

1. Understand site-specific installation and land art in contemporary art
2. Understand how to present various places in video art
3. Learn how to record places by focusing on nature, architecture, time and memory
4. Learn how to edit video by adjusting brightness, contrast and color in Final Cut Pro

#### Project Assignment

1. Record 5 different places. Each recording clip should be upto 3 minutes.
2. Choose one camera, and record all clips with one camera. Don't change a camera.  
 DSLR (fixed perspective/ use tripod/ upto 5-10min recording are good)  
 BlackMagic (excellent quality/ fixed perspective/ use tripod/ upto 5-10min recording are good)  
 Camcorder (zoom in/out, closeup/ use tripod or not/ upto 1-2 hours recording are good)  
 GoPro (small/durable for water, dust/no preview screen/ fisheye perspective)
3. Record all videos as 1280x720p/30fs are recommended/ MOV file.
4. Import and edit the selected videos by adjusting brightness, contrast and color in Final Cut Pro.
5. Try to choose best 1 minute from 3 minutes.  
 Final Video duration =5 places x1min= total 5 minutes.

#### Project Process

1. Project presentation/ 2.3. Final Cut Pro Tutorial / 4.5.Video shooting/video editing/ Video Shooting outside. / 6.Critique

#### Project Critique

1. USB to instructor's computer  
 Submit 1 video including 5 different places. (5places\_HyeKim.mov)  
 Size: 1280x720 (720p), frame rate: 30fs, codec: H.264, format: MOV, duration: 5min
2. WSSU blackboard-Artist Statement (minimum 300 words)  
 Submit artist statement to explain your conceptual, visual and technical development of each video.

CRITERIA	Excellent Milestone	Good Milestone	Mile stone	Bench mark
<b>Identify/Summarize Problem/Issue (conceptual development)</b> Issue/problem to be considered is stated/represented clearly and comprehensively, delivering all relevant information necessary for full understanding.	4pt	3pt	2pt	1pt
<b>Analyze/Synthesize/Deconstruct (technical development)</b> Separates and distinguishes the constituent parts of something (as a substance, a process, a situation, a statement) and indicates important similarities and differences, contradictions and continuities, cause and effect relationships, or patterns	4pt	3pt	2pt	1pt
<b>Interpret/Evaluate (visual development)</b> Thoroughly examines information at hand, as well as that which is inferred, to identify facts, data, contexts, points of view, assumptions, biases, etc. using appropriate criteria and standards.	4pt	3pt	2pt	1pt
<b>Conclusions/Outcomes</b> Conclusions and related outcomes (consequences and implications) are logical and reflect informed evaluation and ability to place evidence and perspectives presented in priority order.	4pt	3pt	2pt	1pt
<b>Video Tutorial 4pt</b>				
<b>Total: 20pt</b>				