

## Caesar Video Project

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 an act in William Shakespeare's Julius Caesar. Follow the steps below and refer to the calendar for guidance on daily activities, due dates, etc.

- *I can paraphrase dialogue of key scenes from Caesar and apply a new genre/theme to it while retaining overall plot, tone, and theme of it.*
  - CCSS: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - CCSS: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - CCSS: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - CCSS: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- *I can assume responsibilities for at least one aspect of the video production and work effectively with my group to produce a quality video aligned with the rubric.*
  - CCSS: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Form groups (4-8 per group ... you choose as long as everybody's included).
2. Choose a scene or a compilation of scenes from different acts you would like to film. Consider what could easily and effectively be done given the time limits, etc.
3. Decide on a couple of different themes or voices you might like to use. You may change the setting and dialogue in any way, but you must stay true to the plot. Whether he's a mafia don or the president of the United States, the basic gist of the scene(s) and the overall tone and themes of the story must be intact.
4. Brainstorm 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. Talk about equipment needs and availability to work on the project out of class.
6. Referring back to the text, start the process of storyboarding the key events in the scene and write script
7. Rehearse, refine scripts, refine storyboards
8. Get SB's and scripts okayed then start filming

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
• Recap of JC	<ul style="list-style-type: none"> <li>• Intro to Caesar Project and past examples</li> <li>• Intro to storyboarding, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Form groups and brainstorm themes and how to apply themes to key scenes in video. Get ideas approved.</li> <li>• Work time for storyboards, scripts.</li> </ul>	<ul style="list-style-type: none"> <li>• JC Grammar Quiz</li> <li>• Storyboards due for a walk through table reading of the project.</li> <li>• Work time for storyboards, scripts.</li> </ul>	<ul style="list-style-type: none"> <li>• NO SCHOOL</li> <li>• Rough draft of storyboards and scripts due on Monday</li> </ul>
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> <li>• Storyboards due for a walk through table reading of the project.</li> <li>• Plan revisions.</li> <li>• Possibly begin filming.</li> </ul>	<ul style="list-style-type: none"> <li>• Filming</li> <li>• Download the dailies, review, and edit.</li> <li>• Schedule next day's work.</li> </ul>	<ul style="list-style-type: none"> <li>• LATE START: 1, 3, 5</li> <li>• Filming</li> <li>• Download the dailies, review, and edit.</li> <li>• Schedule next day's work.</li> </ul>	<ul style="list-style-type: none"> <li>• LATE START: 2, 4, 6</li> </ul>	<ul style="list-style-type: none"> <li>• Filming</li> <li>• Download the dailies, review, and edit.</li> <li>• Schedule next day's work.</li> </ul>
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> <li>• Final render and/or finish editing and testing video before leaving school. Plan on sharing as unlisted YouTube link by midnight.</li> <li>• Academy Award nominations</li> </ul>	<ul style="list-style-type: none"> <li>• Submit group's final packet: storyboard, scripts, and self-assessment on rubric.</li> <li>• Hail, Caesar Festival! Caesar salad, bread sticks, etc.</li> <li>• Voting and awards ...</li> </ul>	<ul style="list-style-type: none"> <li>• THANKSGIVING</li> </ul>	<ul style="list-style-type: none"> <li>• THANKSGIVING</li> </ul>	<ul style="list-style-type: none"> <li>• THANKSGIVING</li> </ul>

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	

# Caesar Video Rubric

**Members:** \_\_\_\_\_

**Letter Grade:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

CATEGORY	Excellent "A"	Good "B"	Developing "C"	Poor "D-F"
<b>Content &amp; Acting</b>	<ul style="list-style-type: none"> <li>Content and task are paramount in video. Purpose easily distinguished.</li> <li>Tone, theme, and plot of the original are easily and readily distinguished.</li> <li>Humor used appropriately and in good taste. No racial/cultural stereotypes, language, situations, innuendo.</li> <li>Violence not used gratuitously</li> </ul>	<ul style="list-style-type: none"> <li>Attention to content and task is apparent in video. Purpose apparent.</li> <li>Tone, theme, and plot of the original are distinguishable. Humor used appropriately and in good taste. No racial/cultural stereotypes, language, situations, innuendo.</li> <li>Violence not used gratuitously</li> </ul>	<ul style="list-style-type: none"> <li>Attention to content and task is lacking. Purpose difficult to understand.</li> <li>Tone, theme, and plot of the original are somewhat distinguishable; gaps of understanding reflected.</li> <li>Humor used inappropriately (see list)</li> <li>Violence used gratuitously</li> </ul>	<ul style="list-style-type: none"> <li>No attention to content and task in production of video. Purpose completely lost.</li> <li>Tone, theme, and plot of the original are lost completely or to such a degree that they are nearly completely obscured.</li> <li>Humor used inappropriately (see list)</li> <li>Violence used gratuitously</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Pre-shoot techniques effectively employed: scripts, <u>storyboards</u>, rehearsals, etc.</li> <li>Polished video with clear sequencing and attention to editing</li> <li>Clear variety of shot types: long, medium, close-up</li> <li>Establishing shots masterfully used for intros and new settings (big to little, little to big)</li> <li>Thoughtful and meaningful use of camera angles: high, straight-on, low</li> <li><u>Rule of thirds</u> is employed.</li> <li>Production is within allotted time of 3-6 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of pre-shoot techniques in production: scripts, storyboards, rehearsals, etc.</li> <li>Sequencing and editing evident</li> <li>Some variety of shot types: long, medium, close-up</li> <li>Establishing shots used for intros and new settings (big to little, little to big)</li> <li>Some thought and use of camera angles: high, straight-on, low</li> <li>Some use of the rule of thirds</li> <li>Production within allotted time of 3-6 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of pre-shoot techniques such as use of scripts, storyboards, rehearsals, etc. is lacking</li> <li>Sequencing and use of editing somewhat unclear or lacking</li> <li>Establishing shots used minimally; some gaps noted.</li> <li>Little variety of shot types: long, medium, close-up</li> <li>Little attention given to use of camera angles: high, straight-on, low</li> <li>Haphazard, unfocused use of rule of thirds.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of pre-shoot techniques effectively employed: scripts, storyboards, rehearsals, etc.</li> <li>No evidence of sequencing or editing</li> <li>No establishing shots used</li> <li>No variety of shot types OR strict reliance upon one type: long, medium, close-up</li> <li>No thought given to use of camera angles: high, straight-on, low</li> <li>No evidence of rule of thirds</li> <li>Production falls well outside of allotted time of 3-6 minutes, either one minute beyond or short.</li> </ul>
<b>Audio</b>	<ul style="list-style-type: none"> <li>Number of tracks limited</li> <li>Music, voice over, and effects are perfectly matched to purpose and content</li> <li>Volume of music, voice over, effects is effectively balanced with soundtrack</li> </ul>	<ul style="list-style-type: none"> <li>Number of tracks limited</li> <li>Music, voice over, and effects demonstrate some attention to purpose and content</li> <li>Effort demonstrated to balance volume of music, voice over, and effects with soundtrack</li> </ul>	<ul style="list-style-type: none"> <li>Too many tracks</li> <li>Music, voice over, and effects lack attention to purpose and content</li> <li>Volume of music, voice over, and effects is difficult to hear and distinguish between parts and their function</li> </ul>	<ul style="list-style-type: none"> <li>No use of music, voice over, or effects to enhance video; total lack of attention to content and task</li> <li>Volume levels completely lacking balance; much of audio track is inaudible or distorted</li> </ul>
<b>Titles</b>	<ul style="list-style-type: none"> <li>Well balanced use of titles to organize video; appropriate to task and content</li> <li>Length of clip is proportional to text on title</li> <li>Text is easily readable and pertinent to the content</li> </ul>	<ul style="list-style-type: none"> <li>Some use of titles to organize video; mostly appropriate to task</li> <li>Length of clip is mostly suitable for purpose of reading</li> <li>Text is readable and related to content</li> </ul>	<ul style="list-style-type: none"> <li>Little effective use of titles to organize video</li> <li>Length of title clips, if present at all, either too short to be read or are unnecessarily long</li> <li>Text size or font is too small or illegible to be easily read</li> </ul>	<ul style="list-style-type: none"> <li>No use of titles to organize video</li> </ul>
<b>Transitions</b>	<ul style="list-style-type: none"> <li>Completely appropriate transition use; provides for smooth flow between scenes without distracting viewer from content</li> <li>Fits purpose perfectly.</li> <li>Excellent use of dissolves, direct <u>cuts</u>, and fades, but mostly if not completely direct cuts.</li> </ul>	<ul style="list-style-type: none"> <li>Transitions help flow of video from scene to scene. Perhaps some use of "distracting" or inappropriate transitions used</li> <li>Fits purpose. Sound use of common transitions such as dissolves, direct cuts, and fades, but mostly direct cuts</li> </ul>	<ul style="list-style-type: none"> <li>Transitions mostly absent or used largely in a distracting or inappropriate manner</li> <li>Do not match purpose and content. Transitions used seemingly for the sake of using them; difficult to establish link to content or task</li> </ul>	<ul style="list-style-type: none"> <li>No transitions in project although video could have been enhanced by their use.</li> <li>Transitions used solely for the sake of using them; no apparent link to content or task; distracting in their use.</li> </ul>
<b>Collaborative Involvement</b>	<ul style="list-style-type: none"> <li>All group members are active in presentation.</li> <li>Presentation time balanced equally between members</li> <li>The presentation workload was obviously divided and shared equally by all members of the team.</li> <li>Excellent use of class time</li> </ul>	<ul style="list-style-type: none"> <li>The majority of the group is active in the presentation. Presentation time mostly balanced between members; some do more than others</li> <li>It appears that most team members contributed their fair share of work to the presentation</li> <li>Good use of class time</li> </ul>	<ul style="list-style-type: none"> <li>Most team members participated in some aspect of the presentation.</li> <li>Little balance of presentation time</li> <li>Discrepancies in balance of workload apparent</li> <li>Below average use of class time</li> </ul>	<ul style="list-style-type: none"> <li>Focus of the presentation is on one group member or is heavily reliant on one person.</li> <li>The workload was not divided equally and few team members contributed their share.</li> <li>Poor use of class time</li> </ul>