**The Great Computer Challenge, 2017**

***Video Editing, Level II***

# **Background**

Video editing is the process of editing segments of motion [video production](https://en.wikipedia.org/wiki/Video_production) footage, [special effects](https://en.wikipedia.org/wiki/Special_effect) and sound recordings in the post-production process. Motion picture [film editing](https://en.wikipedia.org/wiki/Film_editing) is a predecessor to video editing and, in several ways, video editing simulates motion picture film editing, in theory and the use of [linear video editing](https://en.wikipedia.org/wiki/Linear_video_editing) and [video editing software](https://en.wikipedia.org/wiki/Video_editing_software) on [non-linear editing systems](https://en.wikipedia.org/wiki/Non-linear_editing_system). Using video, a director can communicate non-fictional and fictional events. The goal of editing is to manipulate these events to bring the communication closer to the original goal or target.

# **Guidelines & Requirements**

**You must create a video that includes the following items:**

1. Make sure the video is ***understandable***.
2. Use ***music/voiceover*** *(music provided on CD)*in a waythat helps the message of the video and does not distract from the purpose of the video. You may also record and use a voiceover, but a voiceover is **not** required.
3. Use selected ***interviews*** (from the video B-Roll provided) that will enhance the overall purpose and message of the video.
4. ***Graphics and Text*** – you are expected to use font (size, style, color) that will reinforce the message through words and images on the screen.
5. ***Effects*** – use effects such as wipes, patterns, transitions, etc., thoughtfully to carry the viewer through the video (beginning to the middle to the conclusion) without distracting the viewer from the message of your video
6. ***Spelling and Grammar*** – you are expected to use correct spelling and grammar to enhance and reinforce key words, ideas, and titles in your video
7. **No** inclusion of any web accessed or downloaded music and visual effects can be used.
8. **No** additional technical instruments outside of the editing program (i.e., iPhone, Bluetooth, dongle devices, android, tablet, etc.) can be used.

# **Challenge 1**

You are supplied with video clips from a local event (***Odd Squad* “Be An Agent” Camp** at Bayview Community Center. The camp focuses on math skills for six to eight year old children. The campers watched an Odd Squad program segment, had a case to solve, a gadget to make, and enjoyed digital time with the PBS KIDS Odd Squad Apps each day). Mentally log the video clips (crowds, interviews, etc.) and create a one-minute promotional video. Today you have been provided all of the essential video/interviews/music/graphics/transitional elements to create a promotional video.

# **Judging Criteria**

* It is recommended that each participant have earphones/headphones (but it is not required)
* Contestant(s) must save & leave their completed video to be judged up/visible on their desktop screen for the judges
* It is recommended that contestant(s) be mindful of the time throughout the competition (you have ONE HOUR AND FORTY FIVE MINUTES to complete the competition)
* Contestant(s) can ONLY use the video/music selections provided by the competition officials (voiceover can be used by the contestants, but it is not a competition requirement)

The overall evaluation of the final video will be based on the following items:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | Excellent  (5) | Good  (3) | Poor  (1) | None  (0) |
| Focus on a Central Idea | Video shows exceptional focus on a central idea or message | Video shows some focus on a central idea or message | Video shows little focus on a central idea or message | Video display no focus on a central idea or message |
| Mood and Feelings | Most elements of the video support a mood and feeling that support the central idea | Some elements of the video support a mood and feeling that support the central idea | Some elements of the video do not support a mood and feeling that support the central idea | No mood or feeling is conveyed through elements of the video. |
| Transitions | Transitions are smooth and support the look of the video. | Transitions are somewhat smooth with a few distractions. | Transitions distract from the flow of the video. | There are no visible transitions. |
| Text (Words) | Text is creatively displayed, easy to read, with no grammar and spelling errors. | Text is appropriately displayed, easy to read, and has few spelling and grammar mistakes. | Text is poorly displayed, difficult to read, and has many spelling and grammar mistakes. | There is no text displayed in the video. |
| Music/Audio | Music and audio is used to effectively support and add energy to the purpose and mood of the video. | Music and audio is used to adequately support the purpose and mood of the video. | Music and audio distracts from the purpose and mood of the video. | There is no music and audio in the video. |
| Interviews | The effective choice, length of the interviews and placement of the interviews within the video add to the overall purpose of the video. | The choice, length of the interviews and placement of the interviews within the video adequately support the overall purpose of the video. | The use of interviews were distracting or ineffective because of the length (too long or too short), or the placement within the overall video. | Interviews are not used. |
| Graphics | The placement and color of graphic elements are creatively used to enhance the purpose of the video. | The placement and color of graphic elements are used to enhance the purpose of the video | Graphic elements are distracting and/or do not support the purpose of the video. | No graphic elements were incorporated. |

# **SOL Correlation**

C/T 3-5.10 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.

A. Use technology tools for individual and collaborative writing, communication, and publishing activities.

* Produce documents and presentations that demonstrate the ability to edit, reformat, and integrate various tools and media.

B. Participate in communications among different cultures.

* Understand the need to place communication in the context of culture.

C. Assume different roles (e.g., leader/follower, orator/listener) on teams in various situations.

* Recognize that different people on a team bring different technical skills, and understand how that can influence team responsibilities.
* Demonstrate the ability to share technology tools as needed.

# C/T 3-5.11 Apply knowledge and skills to generate innovative ideas, products, process and solutions.

A. Organize and display knowledge and understanding in ways that others can view, use, and assess.

* Understand the various ways in which digital products can be shared.

B. Use technology tools to share original work.

* Use presentation tools to organize and present stories, poems, songs, and other original work.

Have fun and thank for participating in the Great Computer Challenge, 2017!