

VIDEO

Degree in Graphical Design

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Code: 11808

Main Scientific Area: Audiovisuais

Lecturer: José Manuel da Conceição Raimundo

Language of Instruction: Portuguese

Regime: S2

Contact Hours: 60h Total Workload: 100h

ECTS: 6,0

Objectives

Understand the main specificities of Audiovisual Language. Understand video as a communication tool. Study the digital video editing authoring tool by developing several exercises. Apply video as a means of audiovisual expression, through theoretical and practical knowledge of capturing, assembling and post-production of moving images.

Learning Outcomes

The video course prepares students for the technical, aesthetic and functional design of audiovisual projects, through the study and editing of digital video. The application of specific knowledge of the audiovisual will, in this discipline, create spaces for its analysis and for its creative way, fostering a critical spirit on the construction and use of audiovisual tools.

Course Contents

- 1 - General aspects of technological evolution and developments from video to digital.
- 2 - Digital technology and non-linear editing.
- 3 - The Audiovisual Language: scales, composition and continuity of plans. Angles, lenses and camera movements. The scenes, the sequences, the audio and the plot.
- 4 - From design to final product: pre-production, production and video post-production.
- 5 - Digital compression, video recording formats.

Recommended Bibliography

- ANG, Tom. 2005. Manual de Vídeo Digital, Civilização.
- DANCYGER, Ken. 1997. The Technique of Film and Video Editing - Theory and Practice, Boston, Focal Press.
- GRILO, João Mário. 1997. A Ordem no Cinema, Relógio d'Água Editores.
- HODGES, Bernard. 1994. The Video and TV Camera Operator's Guide, London, Focal Press.
- JOURNOT, M. T. 2005. Vocabulário de cinema, Edições 70.
- KATZ, Steven, D. 1991. Film Directing Shot by Shot - Visualizing from concept to screen, Michael Wise Productions.
- MARNER, Terence. 2007. A Realização Cinematográfica, Edições 70.
- MARTIN, Marcel. 2005. A Linguagem Cinematográfica, Dinalivro.
- MCGRATH, Declan. 2001. Cine Montaje Postproducción, Oceano Grupo Editorial.
- PREMIERE PRO, 2004. Guia Autorizado da Adobe, Editora Campus.

Learning and Teaching Methods

The coherence between the programmatic contents defined as fundamental and the learning objectives of the curricular unit is justified by the need to address fundamental concepts and theories in which the video, obtained by synthesis or by digitalization, obtained directly, or by means of animation (stop motion or pixilation) is the ultimate goal, anchored by the necessary core competencies that allow the design, development and production of projects, passing through the various phases of production, autonomously, operating in any of the possible areas where they are implemented (eg, film industry , Audio-visual production, etc.).

Assessment Methods

OPERATIONAL REGIME

Students should consult the Academic Regulation (RA) of the IPCA and the Regulation of Assessment of Knowledge and Competencies (RACC) of the ESD. The curricular unit works on a face-to-face basis.

LEARNING ASSESSMENT

Continuous evaluation

The assessment regime in this curricular unit is based on continuous assessment (according to point 1 of article 3rd of the ESD RACC). Continuous assessment integrates the following elements of learning assessment with the following weighting:

Student attendance and commitment= 10%

Exercises = 40%

Work proposal 1 = 25%

Work proposal 2 = 25%

Students must attend a minimum of 75% of the classes taught, to obtain classification in the period of continuous assessment. In the case of students covered by special attendance regimes (section 1, point 2 of article 135th of the Academic Regulations of the IPCA), attendance and participation in the classroom may be replaced by alternative contact time with the teacher, during office hours or other combined schedules, as long as ensuring full compliance with the objectives defined in the curricular unit, as well as equal treatment between students.

Evaluation during exams (from the 1st or 2nd semesters):

This curricular unit does not allow the exam period of the 1st or 2nd semester (according to point 4 of article 4th of the RACC of the ESD)

Special season evaluation

Only students who are in a special frequency regime have access to this period (as described in section I, article 135.º and in point 5, article 209.º, of the Academic Regulation of the IPCA). The student must inform the teacher about his intention to enroll in a special season. The expected date for the "exam" corresponds to the day of delivery of the project prepared by the student. Thus, the brief must be provided to the student at least 30 days in advance of the day of the "exam". Student and teacher must combine the means of contact, during office hours or other hours to be agreed, to guarantee the mandatory monitoring of the project and the full fulfillment of the objectives defined in the curricular unit. Assessment in this special season integrates the following weighted elements of learning assessment:

Monitoring, interest = 30%

Exam Proposal = 70%

Grade improvement

In this curricular unit, grade improvement works by continuous assessment (according to point 2 of article 6 of the ESD RACC). The assessment integrates the following elements of learning assessment with the following weighting:

Student attendance and participation = 10%

Introductory exercises (individual) = 20%

Pactical Exercise (individual) = 20%

Work proposal 1 (group) = 25%

Work proposal 2 (individual) = 25%