(what’s on screen) – what’s said

(background of video poem) – My name is Pearce Landry, and as a part of Engligh149, I composed a video for the poem Invictus. Before the project, I had no significant experience working with video editing software, so it was definitely a learning experience. This video will focus on how I constructed the video and my inspiration behind it.

(Screen recorded video of retrieving MP3 from youtube) – My first exposure to this poem came from watching the movie *Invictus.* In the film, Morgan Freeman read the poem in such a way that I had to include it as audio. To do this, I used an MP4 to MP3 converter that captured the audio from the video. I then uploaded the audio to Adobe Rush and spliced out the extra parts. I felt that the audio provided the backbone for the video, so I then curated my video clip selection around it. It proved challenging to select videos that fit the timing of Morgan Freeman’s reading and also augmented the audience’s understanding of the poem.

(Fighter) – Upon reflecting on the poem, I wanted to manipulate video, audio, and textual elements to evoke feelings of courage, adrenaline, and intensity within the audience. I wanted to feature individuals in various types of battles to give the product a motivational, serious feeling.

(capturing and eventually showing clip from 13 Hours) – To capture video elements, I used a screen ripping tool called apowersoft, which captures the video and accompanying audio of anything on your screen. The first video clip I chose because I felt it amplified the gravity of the poem. The Navy Seals operating under the cover of night fit well with this section of the poem, and from the start the audience understands the motif of the “fighter.”

(Rain clip) – The poem speaks to courage and perseverance, so I opted to include this clip to further the develop the audience’s understanding of a “fighter.” A “fighter” isn’t just a member of the military, but rather, any person deciding to face life’s challenges is a fighter. I also hoped to establish ethos with the viewer because he/she likely was not a member of special forces but fights on a daily basis, and by including this clip, he/she might pay deeper attention to the video.

(Navy Seals running) – this clip complements the poem very well because during Seal training, these individuals must adopt the mindset of being unconquerable to survive. This clip was an easy choice.

(Second cinematic piece) – This second piece provides another cinematic twist on the term fighter by seeing this person look off into the night skyline of the city. Moreover, the dark imagery fits the tone of Morgan Freeman’s voice and the imagery of poem. Largely, my video features concrete connotations of “fighters,” so this clip adds a bit to the ambiguity expressed in the text of “Invictus.”

(End of cinematic piece) – Several critics thought my text delivery was too simple, but I feel it emphasized the solemn nature of the audio. The poem itself is not terribly enthusiastic, so any attempt to creatively deliver text would distract from the intended meaning of the poem.

(Seal Breach scene) – However, this one part of the poem and audio was particularly emotionally charged, so I included dynamic text to emphasize this. I did this by zooming in on the video, creating several different texts boxes, and shifting them such that they appear in conjunction with the audio. The intensity of this scene also reflects the intensity of the poem.

(lone survivor) – This clip was my personal favorite. The unrelenting, dying soldier and smoking, unloaded gun give a vivid illustration to the final two lines of the poem while being just vague enough to allow for various interpretations by the audience.

(title screen) – In conclusion, through this video poem assignment, I learned the adobe rush platform and how to subtly weave elements of audio, text, and visuals such that they provide an intended meaning all while developing a deep understanding of the poem, Invictus.