(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. This video will focus on how I constructed the e-poem 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 reads the poem in such a way that I had to include it as audio. I learned to convert formats and edit them to bring the reading of the poem into the project and provide the backbone for the video.

(Fighter) – 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. 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.

The first video clip I chose 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 included this clip to suggest that a “fighter isn’t just a member of the military, but rather, any person deciding to face life’s challenges. I also hoped to engage viewers who fight on a daily basis by including this clip with broader appeal

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

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

(Seal Breach scene) – This one part of the poem and audio was particularly charged, so I included dynamic text to emphasize these emotions. I did this by zooming in on the video, creating several different texts boxes, and shifting them in 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 together so that they provide an intended meaning all while developing a deep understanding of the poem, Invictus.