

Final Media Editing Assignment

My perception and understanding of Media editing has changed dramatically since taking this course. My initial definition for Media editing consisted of basic and general topics: audio and visual. I did not realize that there are so many dimensions of Media editing. In the first module, I found it to be a topic that I was familiar and comfortable with. Text and Graphics are two of the main points of Media Editing that I knew I could understand as to how it relates to Media Editing. The first project, however, made me realize that everyone can and will interpret a piece of media differently from someone else.

For example, for the “Kanye tweet” assignment I used my interpretation of *“We need to take what Michael Jackson felt and Mcqueen and Steve Jobs and we need make things better...”* and gave ‘life’ to my interpretation. I used Photoshop to cut, skew, and layer 5 different photos to display my perspective. As I learned in lecture 1 with the “4 million



dollar painting” (picture shown), people can interpret things in a different way, and ‘value’ things differently than others.

In Module 2, I felt very comfortable with the subject matter. Audio is a topic that I have worked with, especially in forms such as mixing music for dance performances. My definition for Media Editing in terms of Audio was “Any sound element”. Even though it is a simple definition, I feel that it held true for this module. My definition applied to several of the examples showed in class, such as the different mash-up examples like the Miley Cyrus/Notorious B.I.G. Mashup (<http://www.youtube.com/watch?v=ppfrsqNqUUQ>). In class, there was a discussion on the sub-topic Music. My definition of Music was “Combining sound elements to form a repetition of sound”. Based on our discussion in class, it became evident that there was not a clear answer as to whether a piece of audio is considered “music” if the person hearing the composition thinks that it does not sound ‘good’. Once

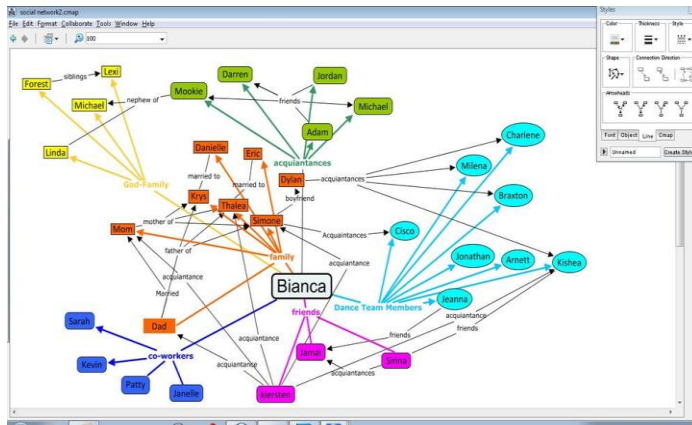
again, it was apparent to me that a person will decide what is considered music based on their own interpretation of the audio. Audio also dealt with spoken word, which is not a form of audio that I am used to manipulating. It broadened my options of types of audio I could use in compositions. I particularly found Module 2's final assignment to be a little difficult because I could only use samples of spoken word to create a musical composition. At first, it was a slight challenge because my piece had to contain rhythm and have some semblance of form and structure, but it was pretty cool once I finished it (<http://soundcloud.com/bianca-jymayce-benson/module-2-final-project-females>).

I enjoyed working with the video module because it combined both Audio and Visual fundamentals. I felt that Video media editing required more of a process than the first two modules because it required the video and audio elements to be collaborated into one artifact. During the lecture for this module, I really enjoyed watching and learning about Bill Viola. I found Bill Viola's artistic style to be very interesting and unlike any style I had seen outside of the class. I liked his method of using 1-view footage. I would have never thought that videos that do not use different views and perspectives would be this intriguing. The only videos that I knew of that used the "1-sided perspective" were documentaries. His editing style made the videos seem seamless. After doing research in class, I found an artist that used a similar approach and method as Viola; Marco Brambilla. He is the man that directed Kanye West's "Power" video. He, similar to Viola, uses 1-sided perspectives for his videos, while he pans the camera or zooms out to show/tell a story. He made the footage seem seamless and kept me engaged.

(Marco Brambilla: <http://youtu.be/L53gjP-TtGE>). I was completely unaware that this type of Video Media Editing existed. This module definitely opened my eyes to new styles of media editing.

Module 4 introduced me to a type of media editing that I was not familiar with. Social networks were something that I knew about, but I did not have a prior experience with social network editing software or tools. Using the EgoNet software was probably my least favorite aspect of media editing. Since the software only allowed me to use 10 people, I felt like this graph that I created did not truly represent my social network. I have many friends and many connections to different types of people. So, for that assignment, I decided to choose the most random people I could possibly think of. I think that may have

been a mistake because the graph seemed as if I only know a few people, which is completely not true. However, I think the CMAP software was more accurate in displaying a scaled version of my social network (see picture). I felt that this graph represented me



much better because it showed several groups of people that I know such as "friends", "acquaintances", "family", "god-family", "co-workers", and "dance team members". It clearly highlighted how I am related to each group with the different options of labels, colors, etc. While doing this type of media editing, I didn't realize that it would be

this difficult to put several people on a graph and describe how I am related to each one, let alone how they are related to each other. Overall, the artifacts created in Social Network media editing were some of the hardest to create.

After learning about Interfaces, I realized that interfaces exist everywhere, from the utensils we use for food, to toys such as Tickle-Me-Elmo. The examples in class helped me to understand interfaces, like the Star Wars snippet we viewed in class and the group exercise of created a list of interfaces using post-it notes. Even though I have a better understanding of interfaces, I can honestly say that I am not completely sure of its definition. I feel that I can identify an interface and demonstrate 'what makes it an interface', but I cannot give the general definition of the word.

Another module that I had a lot of difficulty understanding was the spatial intervention module. This was, by far, the hardest module. I felt that this was because I was gone from class for several weeks when this module was discussed, so, when I returned, it was hard to catch up on what I missed. Spatial intervention was not a topic that I was familiar with before this class. Now, I know a brief definition of spatial intervention, which is how different things, such as objects and people, can affect how a space is used and viewed. One of the exercises that helped me to understand spatial intervention was the group observation of the Stauffer Media Lab. This exercise caused me to notice aspects of the lab that I did not observe before, such as the placement of the tables that are designed

to accommodate 'groups'. I would consider spatial intervention one of the hardest topics of media editing to understand.

The final module, Life editing, dealt with aspect of media editing that I was unfamiliar with. I felt that the movie *The Final Cut* accurately was an accurate example of this type of media editing. I feel that Life Editing is more of a 'futuristic' editing topic compared to the rest of the topics that I learned about in the class. Using the Orison software was a fun experience because I got to be a 'cutter' for someone's life by manipulating and deciding what aspects of a person's life were relevant. Based on the discussion that we had in class, I felt that most people do not feel comfortable with their lives being recorded and edited by others. It was evident that most of the people in the class, including myself, would want their lives to remain 'private'. Overall, I think that Life editing is fun, but it is also controversial.

Throughout the class, I gained knowledge of several different types of media editing, some that I was familiar with, and others that I did not know existed. This class has broadened my perspective on media and gave me insight on styles that I would have never known about if I did not take the class.