

HICHKI

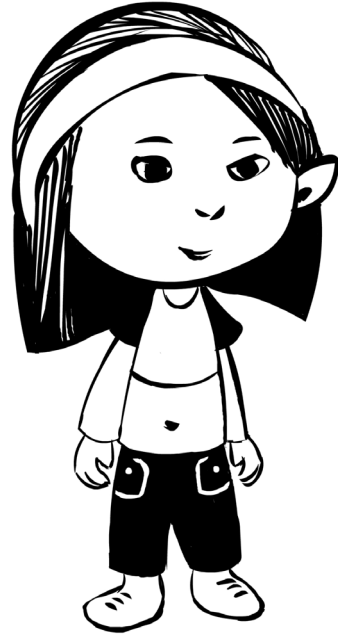
An animation short film



Submitted by : Geetanjali Barthwal

09634002, 09'-11'

Guided by : Prof. C.P Narayan



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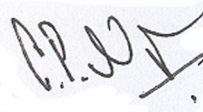
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IDC , IIT BOMBAY

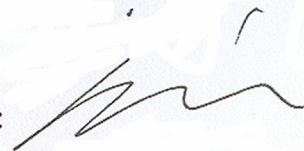
APPROVAL SHEET

The Design project Seminar entitled "Hichki" by Geetanjali Barthwal, 09634002 is approved in for the partial fulfillment of the masters design degree in animation film design.

Project Guide:



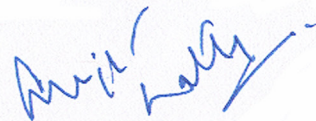
Internal Examiner:



External Examiner:



Chairperson:



Date:

15/6/2011

Place:

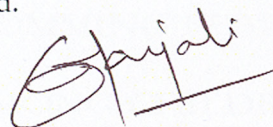
ITT Bombay

DECLARATION SHEET

I declare that this represents my ideas in my own words and where other's ideas and words have been included. I have adequately cited and referenced the original sources.

I also declare that I have adhered to all the principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/source in my submission.

I understand that any violation of the above will be cause for disciplinary action by the institute and can also evoke penal action from the source which thus not been properly cited or from whom proper permission has not been taken when needed.

Signature: 

Name: Geetanjali Barthwal

Roll no: 09634002



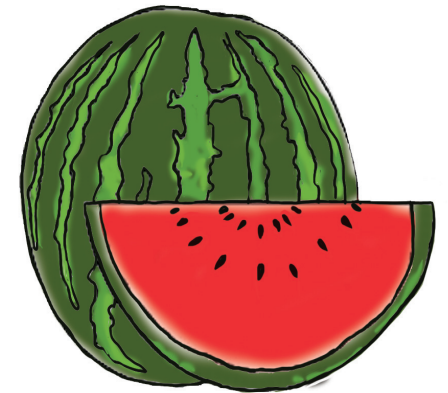
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ABSTRACT

The project aims to explore the vivid imagination of a child's inventive mind that knows no difference between the real and unreal. This imagination manifests itself as fear anxiety which can be short-lived, yet highly unnerving. As the child grows older, a better understanding of cause and effect, reality vs. fantasy helps him/her to deal with these situations. The abject helplessness of such a situation as seen through the eyes of a child where their nervousness, past experiences and imagination creates an alternate reality is prime focus of this film. Her mind creates images and illusion which can't be differentiated from the real and stretches her emotional and mental condition. However, the child realises that she can overcome these fears and nothing to be scared of in reality.



ACKNOWLEDGMENT

I would sincerely like to thank my guide Prof. C.P Narayan for his immense guidance and support and I would like to thank Prof. Nina Sabnani, Prof. Phani Tetali, Prof. Sumant Rao, and Prof. Shilpa Ranade for their valuable suggestions during presentations.

I am thankful to my friends for their opinions during the making of the project.

The support and love I got from my family was also crucial for helping me finishing my film nicely.



INTRODUCTION



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FEAR is a distressing emotion aroused by impending danger, evil, pain, etc., whether the threat is real or imagined; the feeling or condition of being afraid. It is programmed into the nervous system and works like an instinct. From the time we are infants, we are equipped with the survival instinct necessary to respond with fear when we sense danger or feel unsafe. Like all emotions, fear can be mild, medium or intense, depending on the situation and the person. Fear is often applied to an attitude toward something, which, when experienced, will cause the sensation of fright.

Fear is widely classified into four main categories:

- a. External fear something outside of you which you are strongly motivated to avoid. ex: fear of spiders.
- b. Internal fear something triggered by external fear, creating feelings of self doubt. ex:- low self esteem.
- c. Subconscious fear Although the phenomenon of fear and its features are identical, we will better understand and resolve the problems if we focus on a specific fear since the sources of fear are numerous and no ones fear is identical to another.

Other Cognitive and Emotional states

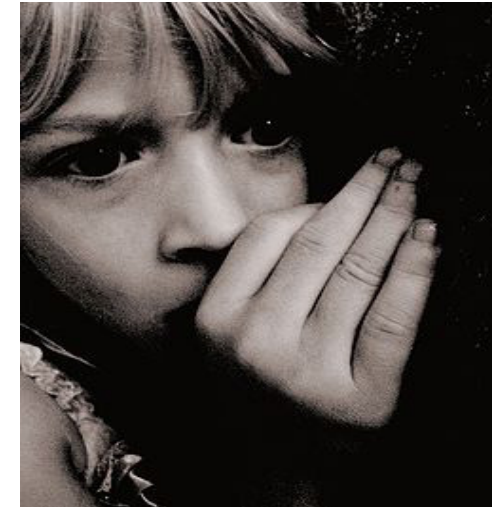
worry, anxiety, terror, horror, panic, and dread

Fear as your own experience:-

Fear can be acquired by a frightening traumatic accident. For example, if a child falls into a well ,he or she may develop a fear of wells, heights (acrophobia), enclosed spaces (claustrophobia).etc

Fear from others experiences:-

There are studies looking at areas of the brain that are affected in relation to fear. When looking at these areas (amygdala), it was proposed that a person learns to fear regardless of whether they themselves have experienced trauma, or if they have observed the fear in others.



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FEAR CAUSES BIOLOGICAL CHANGES IN THE BODY

Chemicals such as adrenaline and the stress hormone are released into the blood stream which may cause certain physical reactions in a human body respective of the amount of frightfulness :

- 1- Rapid heart rate
- 2- Increased blood pressure
- 3- Tightening of muscles
- 4- Sharpened or redirected senses
- 5- Dilation of the pupils (to let in more light)
- 6- Increased sweating.

Fear also triggers quick reactions in the body. All this depends on the duration of the fear, it may be short term or long term. This response is called as flight or fight response among vertebrates and other organisms, so that body is prepared to react to it till the brain receives an all clear message and turns off the response.

- 1- Different body language (folding arms)
- 2- Screaming
- 3- Crying
- 4- Disruptions in respiratory digestive systems,
- 5- Eye Twitching
- 6- Stuttering (stammering)



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OVER COMING FEAR

Individuals suffering due to their obsessive fear can be helped by providing:

- 1- Love and affection
- 2-Bringing up self esteem
- 3-Natural remedies
- 4-The truth of real and unreal
- 5-Therapy is different for the type of fear and purpose of the change.

Resolution of the fear of existence will involve courage. People always have a point in their lives when they did not submit to their fears and did act. The focus of the therapy will be on the expression and release of the fear while providing legitimacy and encouragement for the expression. Courage will be mentioned when the individual ceases to express and release fear, and begins to express despair that the situation is not good and there is no hope for recovery. Intervention is called for here in terms of orienting on the individual's past expressions of courage. The individual will do anything to avoid feelings of fear. There is no other way to resolve this fear but to repeatedly experience the fear. Only emotional processing of the sense of fear during therapy will enable its dissolution and improve performance. This type of processing can be seen among children who chose to cope with their fears through playing, laughing and yelling, and who are, in fact, releasing and freeing themselves. Focus should therefore be placed on the emotions experienced in fear. Individuals who are afraid will always prefer to handle other emotional experiences rather than fear. This will appear as if they are resolving their problems but this is not the case since they have a serious fear that shadows all other distresses and experiences.



FEAR AMONG CHILDREN

To many parents, children's fears make no sense at all. Nevertheless, to children, monsters lurking in the dark or scary noises coming from the attic are quite real. Several factors contribute to a child developing fears by age 2. Children between the ages of 2 and 6 have experienced real fear or pain from being lost, injured, or bitten. They also have vivid imaginations and struggle with the idea of cause and effect. Toddlers' anxiety about separation is an indication of growth. Preschoolers are more self-assured than toddlers, but occasionally experience fears about being separated from a parent when starting a new school or child care arrangement, staying overnight with a relative, or moving to a new home. Ease into new situations gradually. At the age of 2 and above, most children know what it is like to be injured, scolded, or even lost.

Fear of the dark is usually one of the last childhood fears to be conquered. Younger children fear monsters and snakes that lurk in the bedroom shadows. It is not at all uncommon for children who are 10 and 11 to still use a night light.

School-age children

have fears too. During the school-age years, imaginary monsters disappear, but other fears begin to surface. School age children often have to deal with bullies, the fear of rejection or embarrassment, and sometimes the reality of being home alone after school. School-agers also are aware of TV and news events that showcase murder, drug abuse, kidnappings, and burglaries.

Night terrors

Night terrors generally occur within an hour of falling asleep. The child awakens suddenly from a state of deep sleep in a state of panic. He or she may scream, sit up in bed, breathe quickly, and stare "glassy eyed." The child also may seem confused, disoriented, and incoherent. Each episode can last from 5 to 30 minutes. A child who experiences night terrors is not aware of any scary thoughts.

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Common fear among children:-

There are number of causes of fear, still new one are being diagnosed.

Children experiencing fear feel very real threat and parents often have difficulty consoling or reassuring their child that there is actually nothing to fear. Childhood anxiety can have a negative impact on their healthy development.

Fear of intimacy

Fear of failure

Fear of rejection

Fear of spiders

Fear of driving

Fear of needles

Fear of abandonment

Fear of clowns

Fear of water

Fear of god

Fear of snakes

Fear of being alone

Fear of falling

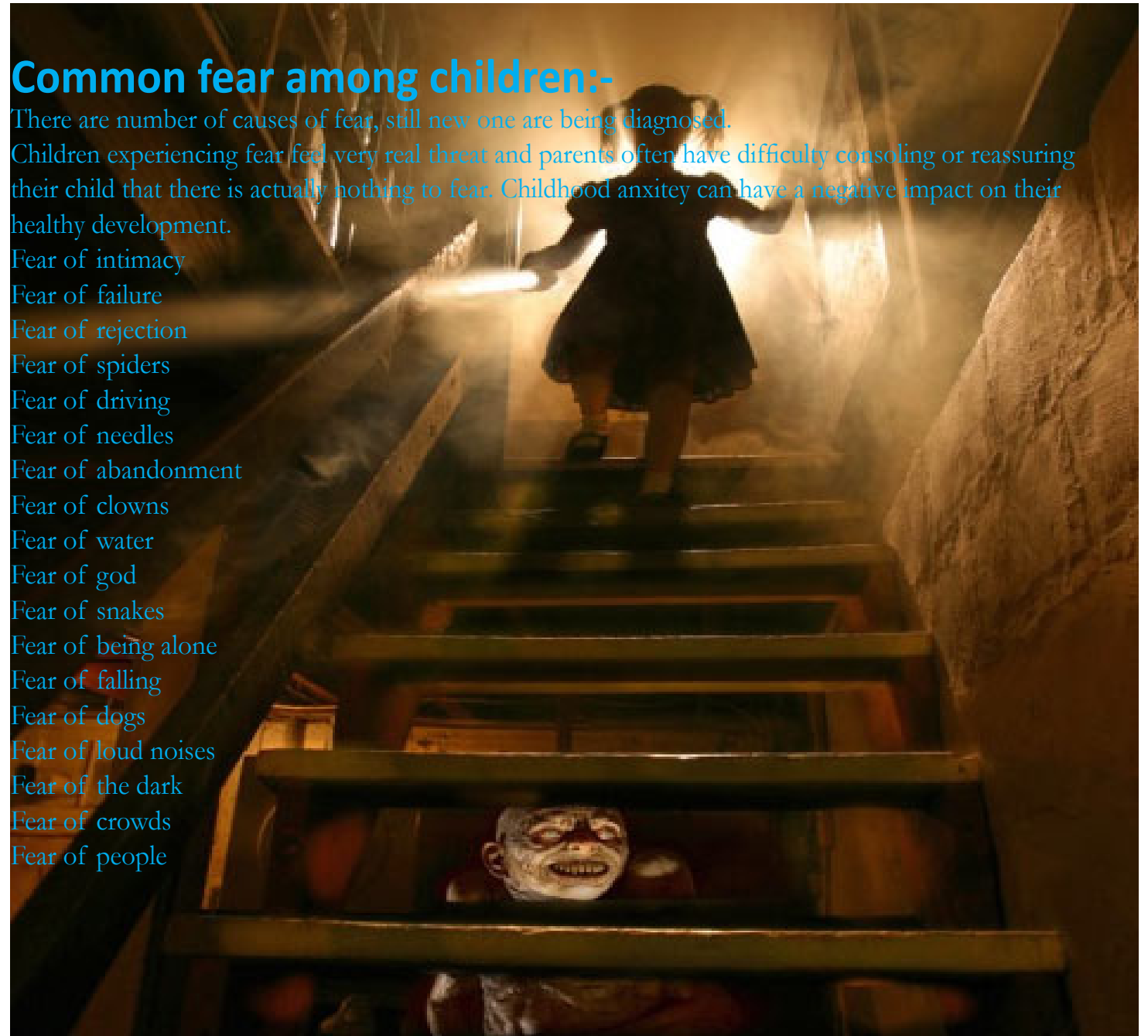
Fear of dogs

Fear of loud noises

Fear of the dark

Fear of crowds

Fear of people

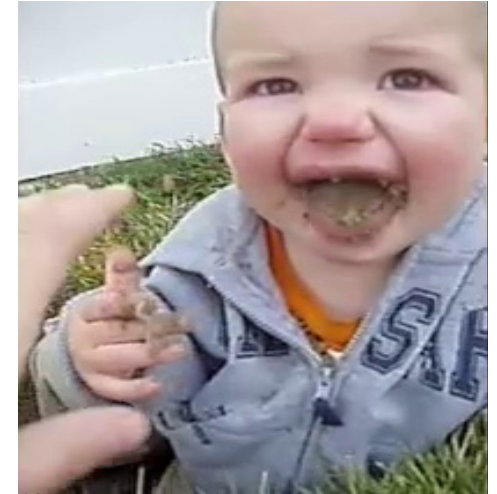


TENDENCY IN CHILDREN TO EAT DIRT :

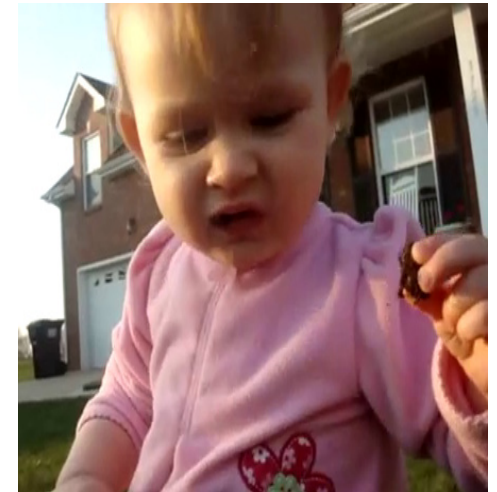
Eating dirt is common in young children, usually from 1 to 6 years of age. It's called pica, and children may eat many non-food substances including dirt, mud, clay, sand, paint chips, plaster, chalk, baking soda, ashes, rust glue, toothpaste soap during their growing stage.

Why does this happen ?

Infants and toddlers are curious to explore their environment by putting their hands, objects and other materials in their mouths. Most infants and toddlers try eating dirt, and only some persist with the behavior. Sometimes pica is a result of nutritional deficiency (e.g, not enough food, or low iron or zinc in their diet), emotional stress or developmental problem. Some cases it's not a big problem and children outgrow it. Eating dirt may also result in illness because of the bacteria that persist in mud. Too much cleanliness can be a bad thing for a young child's developing immune system. A small percentage of bacteria and bugs might be good for a child as it might protect a child later in life against allergies, asthma, and skin inflammations.



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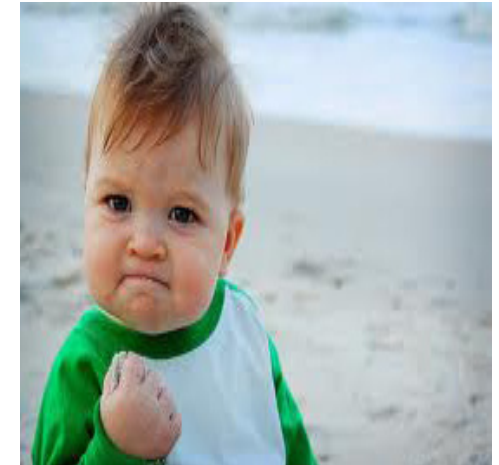
INSPIRATIONAL REFERENCES :



14



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16

These references are of upmost importance which actually gives me the idea of a good story line before finalizing the story of a girl and her fear of growing tree inside her stomach. The visuals where engaging enough and tells there own story.

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The search for the references was worth it as I found visuals of interesting watermelon character and the girl eating watermelon straight from the plate. Some of my favorite is the owl carved out from the watermelon and the child who puts his head inside the fruit. I was writing down my ideas for the story through the visuals.



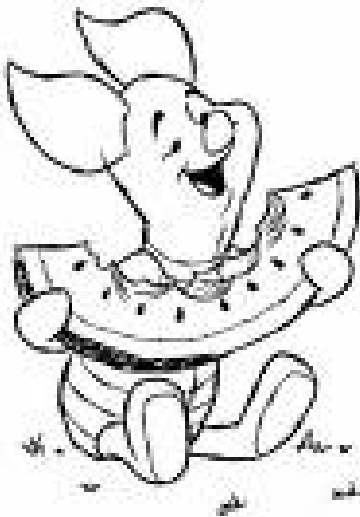
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By this time I had one story in mind and with the help of my Guide, I froze upon a story. These references gave the idea of the variety in the watermelon as a character. There may be many stories with the watermelon as a character in it. I was exploring more and more and different stories were coming up. So giving main emphasis on my storyline of "A girl's fear of growing a tree inside her stomach" was of utmost importance rather than the emphasising the watermelon character.



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EXPLORATIONS FOR THE STORY

While reading about fear and children many ideas for the story came up. I wanted to make a story where there is fear and humour at the same time. So looking out for these situations I did a overview of my own fears and houeorus situations from my life.

Below are the story ideas that I discussed with my guide and other respected faculty members.

1. Story of a girl scared of growing a tree inside her stomach.

2. Ogden Nash poem about the dental pain of a person.

One thing I like less than most things is sitting in a dentist chair with my mouth wide open.

And that I will never have to do it again is a hope that I am against hope hopen.

Because some tortures are physical and some are mental,
But the one that is both is dental.

It is hard to be self possessed

With your jaw digging into your chest,
so hard to retain calm

When your fingernails are making serious alterations in your
life line or love line or some other important line in your palm,
So hard to give your ususal cheerful effect of benignity
When you know your position is one of the two or three in
life most lacking in dignity

And your mouth is like a section of road that is being worked on
And it is cluttered up with stone crushers and concrete mixers
and drills and steam rollers and there isn't a nerve on your
head that aren't being irked on.

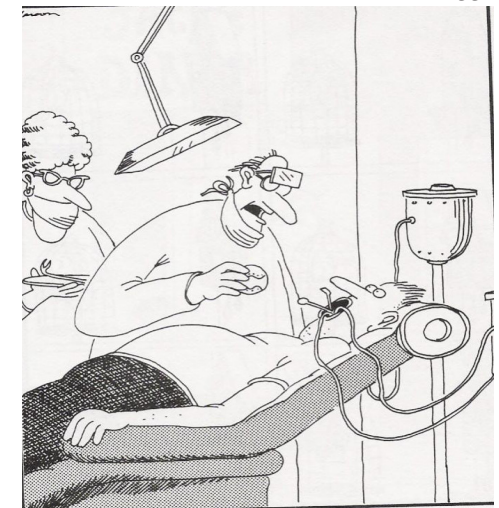
Oh some people are unfortunate to be worked on by thumbs,
And others have things done to their gums,
And your teeth are supposed to being polished



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"Now open even wider, Mr. Stevens.... Just out of curiosity, we're going to see if we can also cram in this tennis ball."

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15.

But you have reason to believe they are being demolished.
 And the circumstances that adds to your terror
 Is that it's all done with a mirror,
 Because the dentist may be a bear, or as the Romans used
 to say, only they were referring to a feminine bear when
 they said it, an ursa,
 But all the same how can you be sure when he takes his
 crowbar in one hand and mirror in the other he won't get
 mixed up, the way you do when try to tie a bow tie with
 the aid of a mirror, and forget that left is right and vice versa
 And then at last he says, That will be all, but it isn't because
 he then coats your mouth from cellar to roof
 With something I suspect is generally used to put shine a
 horse's hoof,
 And you totter to your feet and think, Well it's over now and
 after all it was only this once,
 And he says come back in three monce.
 And this O Fate, is I think the most vicious that thou ever sentest,
 That Man has to go continually to the dentist to keep his
 teeth in good condition
 When the chief reason he wants his teeth to be in good
 condition is so that he won't have to go the dentist.



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From all these my personal favourite was the girl scared of the growling tree inside her stomach. So after guides suggestion I tried to make the story more powerful in terms of emphasising the girls fear. Storyboarding followed and was an iterative process as script was fine tuned. Some modifications were done in the film at the later stage after taking into consideration various suggestions and feedback by the guide and faculty.



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COMMON BELIEFS DURING CHILDHOOD

After a lot of search on the topic I found out the posts people have done on sites about their childhood fears, and found the evidence posts for my story which shows potential.

1-When I was young I remember my parents telling me (and I am assuming all parents told their kids) that if I swallowed the seeds from a watermelon, I would have vines growing from my ears and nose! I tried very hard not to and when I would swallow one, my eyes would get huge and I would start freaking out

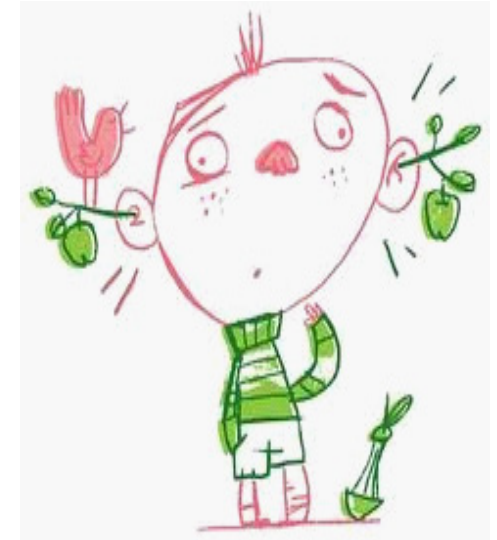
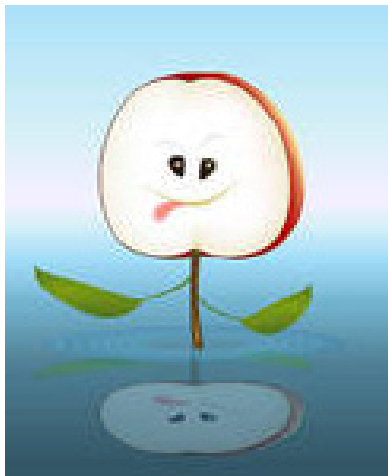
2-I used to believe that if you swallow a seed, it'll grow inside your body and up through your head. then you'll be walking around with a tree on top of your head. that's why people don't swallow seeds.

3-My family was eating watermelons and I accidentally ate the seed and I was like dad I ate a seed and he's like omg no you can't do that because then a watermelon would be growing in your stomach now and I believed that for a while and he said the same thing for all fruits.

4-When I was a kid, I was fun of eating fruits which has seeds... but I was very cautious not to ingest the seeds, no matter how small it is because I USED TO BELIEVE it'll grow in our tummy anytime we ingest it... and I couldn't imagine how I will manage a plant or tree growing inside of me....

5-I was told as a child if you swallowed any pips, no matter if it was on purpose or by accident, the pip will grow in your stomach and a tree of that particular fruit pop through the top of your head...scared me for years! Never thought to ask how..?

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CHARACTER EXPLORATIONS

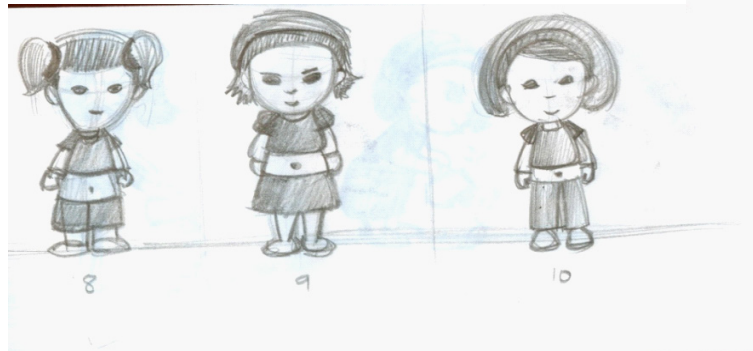
As the story was finalised I have started to draw some of the character explorations. For this jolting down of her main characteristics was important. I had written down the character's background sketches. She is a girl from city (may be delhi). Her mother is a house wife and father a service person.



She is a girl of 4 to 5 years of age. She is the only daughter of her parents. A girl who is exploring things around her self. At such a tender age she is enjoying her childhood which is without any formal education like that of pre-nursery school.

Her characteristics :-

1. A cute cubby girl
2. Explorative
3. Imaginative
4. Irrational mind
5. Innocent and easily frightened

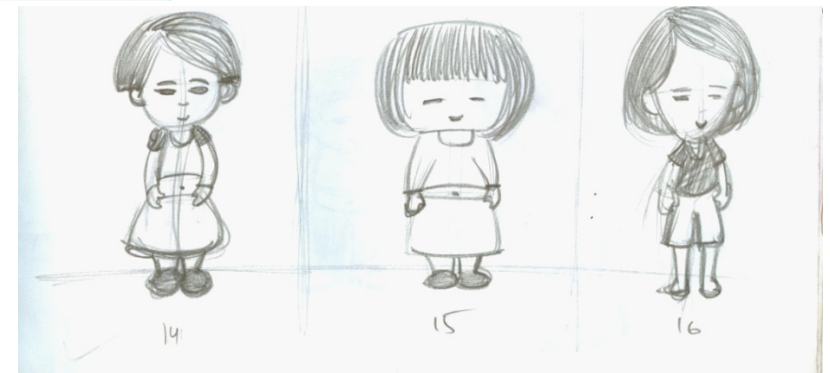


I liked the 2nd, 4th and 9th character the most but kept on drawing more for a more options and further explorations.

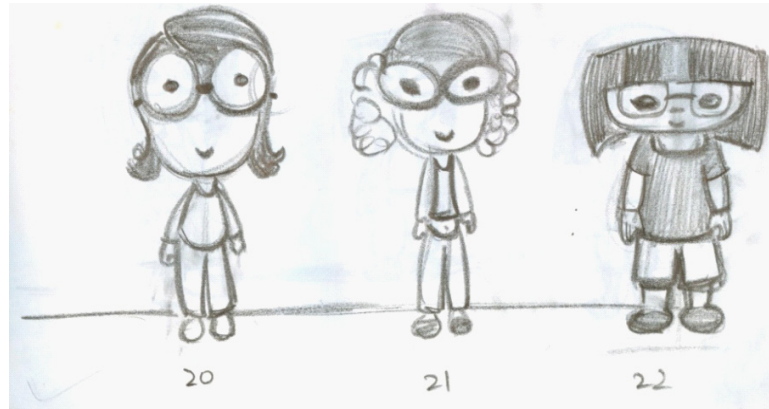


For drawing the character I did used references of many children from the internet. it gave me the different versions of a middle class family child from a city.

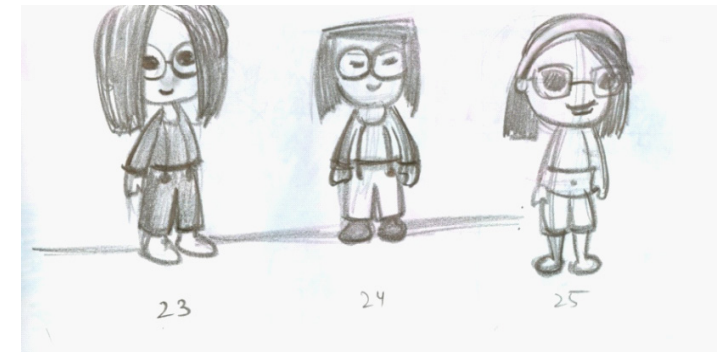
Different dressing style or hair styles but mostly keeping hair short.



Till this part I wanted her look to be different than usual. A girl with spectacles may be thin or fatty. A wierd hairdo of the girl.



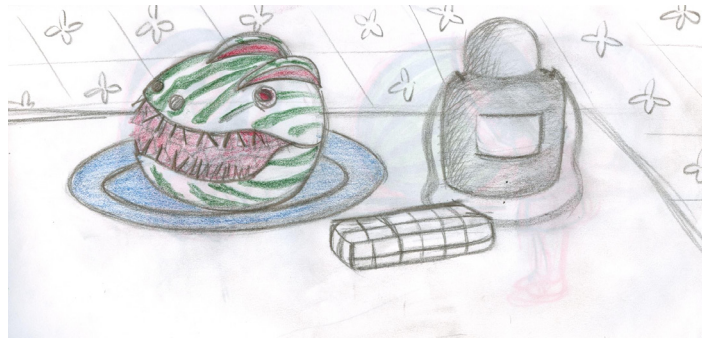
Freezing out a character was important as character explorations may be in thousands. So the character I finalised was the 4rth drawing ,which I think suited the character the most and was needed.



Final character for the the film.

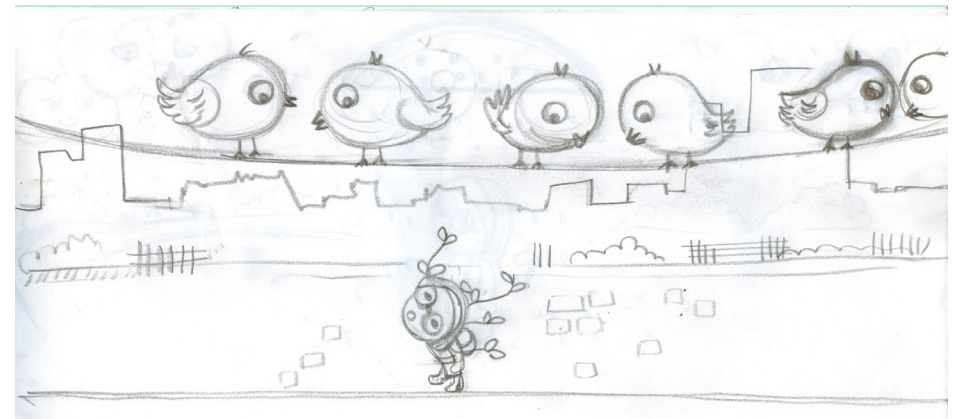
DESIGN SKETCHES

1- Her fetish for the fruit.



2. The watermelon fear which became as a monster.

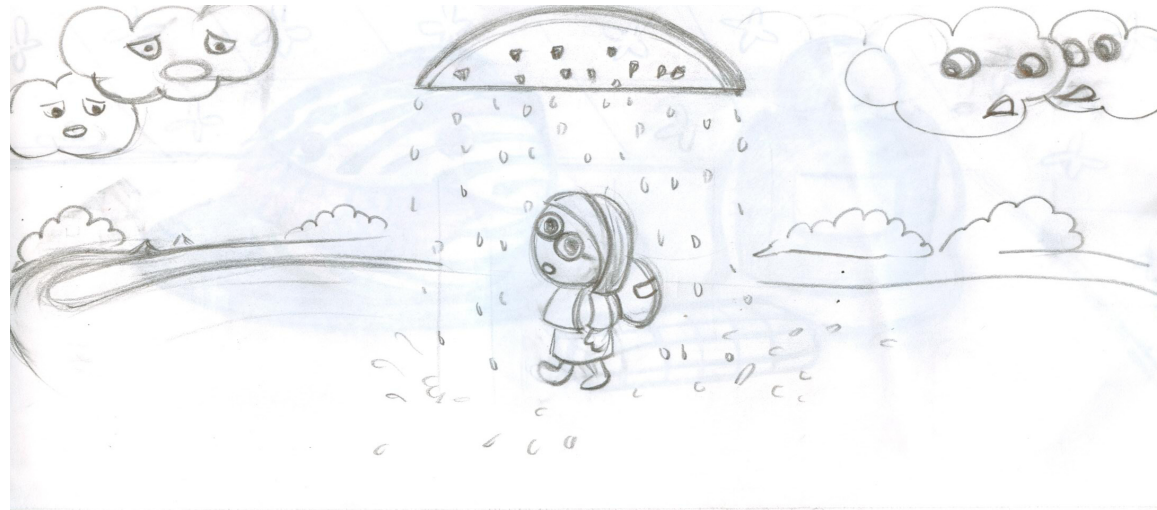
3. Her fear is growing and everyone is aware of her growing into a tree.





4 - The monster and the girl.

5- Its raining watermelon pips on her all the time.



STORYBOARD AND SCRIPT



Starting frame with Title



Shot 1. Watering the plants



Shot 2. Girl checks pipe and throws it on the ground.
her attention moves towards the plant.



Shot 3. The girl is doing something



Shot 4. By that time her mother comes and caught her red handed eating mud from the pot.



Shot 5. Her mother twist her ear and scolds her on eating soil.



Shot 6. She is looks at her mother at for mercy.



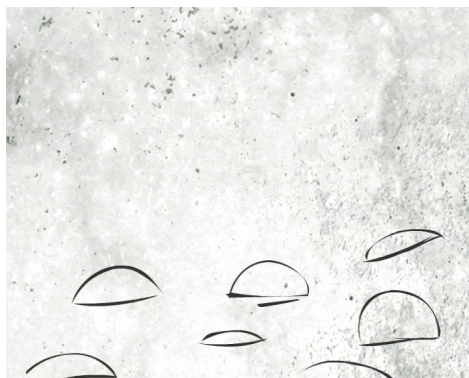
Shot 7. Her mother took her hand to stand up and come inside.



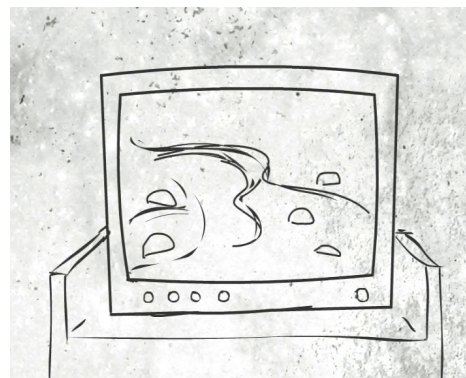
Shot 8. Mother told her to wash herself. She folows her mother in guilt.



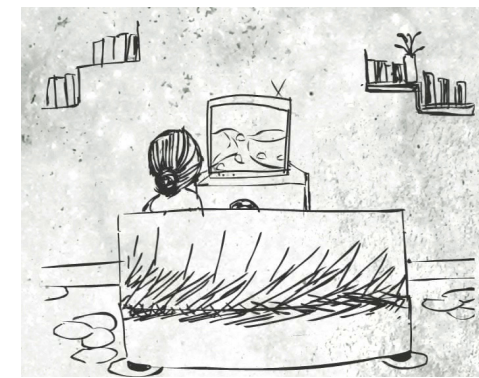
Shot 9. The water from the pipe comes out and the bubles started growing up, transition to the next .



Shot 10. Water bubbles growing and bursting. Second sequence starts.



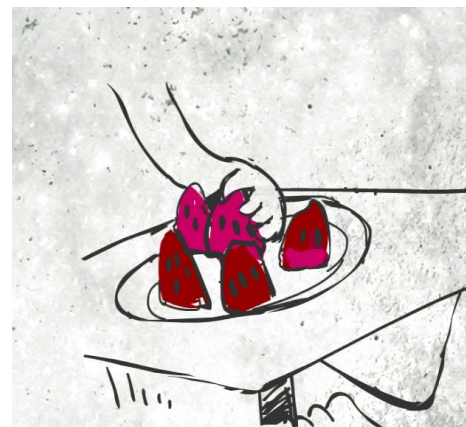
Shot 11. The scene changes into a drawing room of a home and a zoom out continues.



Shot 12. Zoom out to room where the girl and mother is watching TV. Girl is laughing in the scene.



Shot 13. Mid shot to the girl eating the watermelon and enjoying the cartoons.



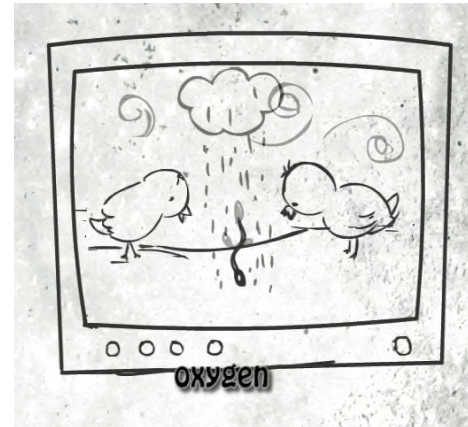
Shot 14. She is taking the fruit and gulping down.



Shot 15. She enjoys the mouth-watering fruit. She makes chewing sound.



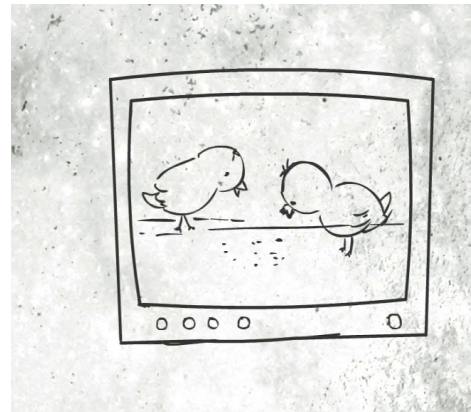
Shot 16. She is totally into the cartoon.



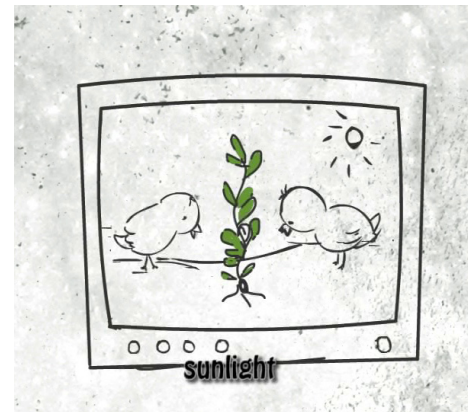
Shot 17. The programme tells how a seed grows.



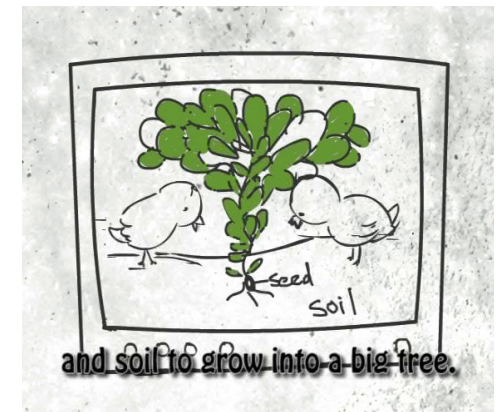
Shot 18. Mid shot of girl.



Shot 19. Birds animation on the TV.



Shot 20. The animation continues with dialogues.



Shot 21. The animation continues with dialogues.



Shot 22. She concentrates into TV.



Shot 23. She listen the fact of growing tree and is scared.



Shot 24. She looks into the watermelon pip and the TV dialogue echos. Hicupps started.



Shot 25. Her fear is manifested in the form of hiccups. Her mother gives her water to drink.



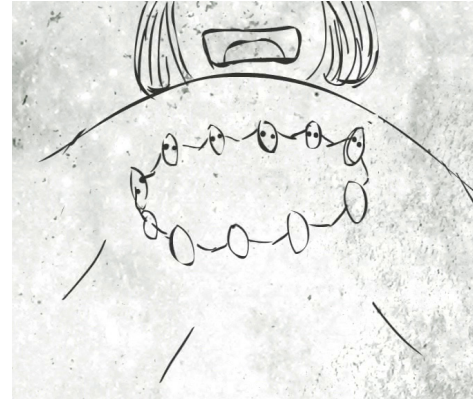
Shot 26. She is sleeping in her room. She heard her stomach growling.



Shot 27. Due to the loud noise of growling she wakes up and looks at her stomach.



Shot 28. She wakes up and saw big seeds of watermelon are dancing on her stomach.



Shot 29. She started having hiccups again.



Shot 30. She moves away from her position. Hiccups continues.



Shot 31. Throw away the seeds from her stomach on the ground.



Shot 32. The seed grows up and danced around her bed. Hiccups continues.



Shot 33. The seeds grows into plants and hiccup continues fast.



Shot 34. Suddenly sunlight comes from the window and the plant comes out from girls ears.



Shot 35. The seeds are dancing and the plant grows more from all over her body. The hiccups continues fast.



Shot 36. Someone knocks at the door and she reaches her hand away for help. Hiccups continues.



Shot 37. Door is knocked heavily, and two ladies comes in.



Shot 38. They comes into a nursuey.



Shot 39. Walked inside.



Shot 40. A mother with her daughter comes. The little girl is grown up now.



Shot 41. She tells her mother what the small plants makes her remind off and the film ends with her hiccup which reminds us of her subdued fear.

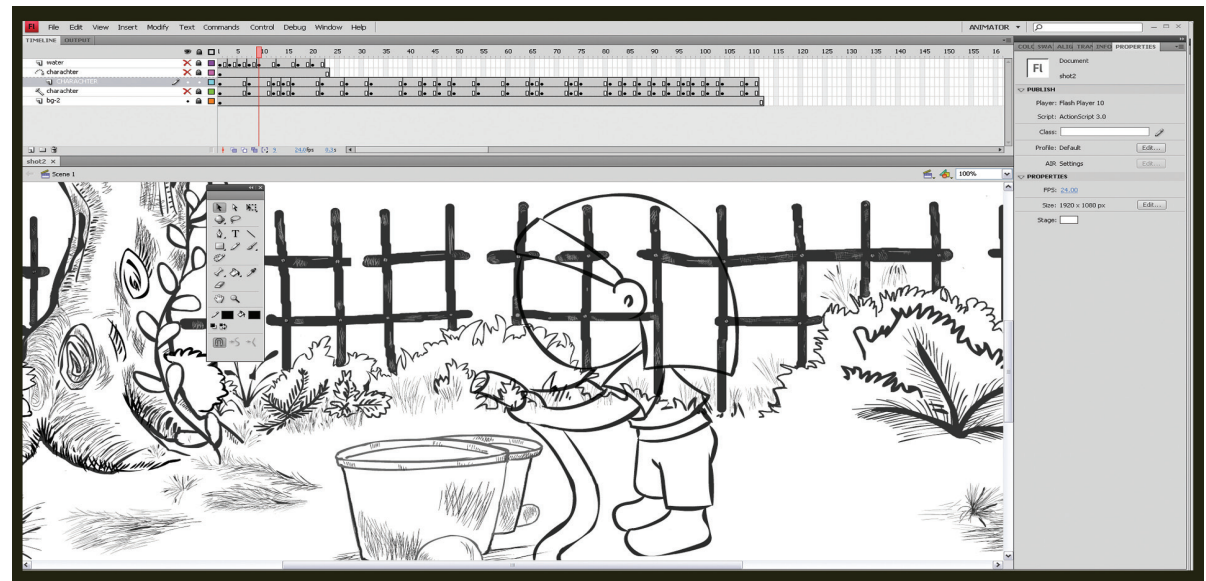


Shot 42. Film Credits.

FINAL APPROACH

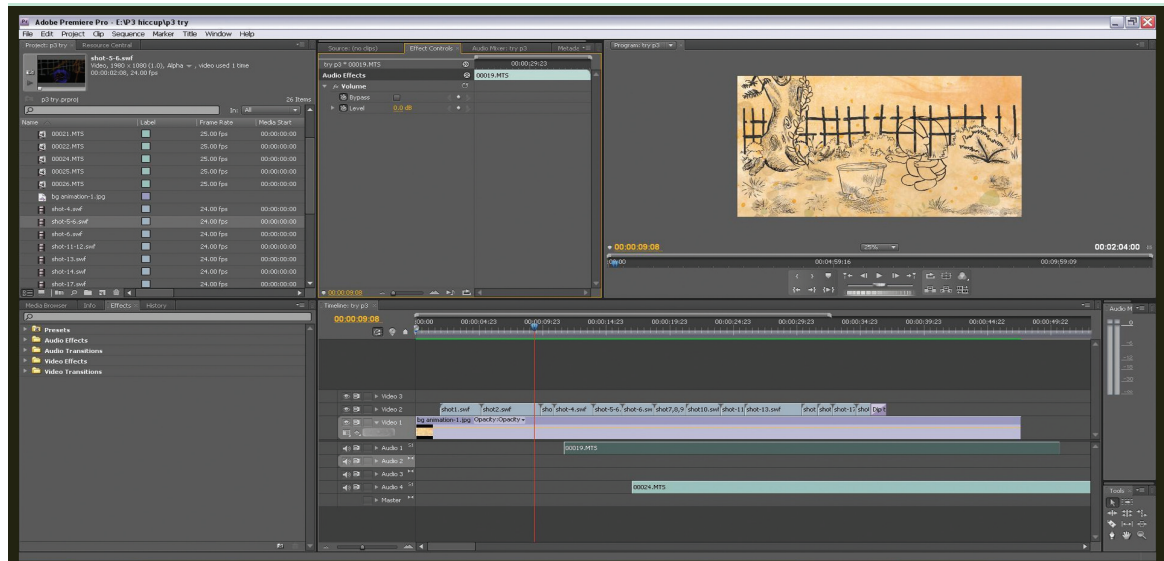
After the initial storyboard was in place, it was time to start lining up the story board and make a rough animatic with scratch sound. I wanted to animate using Flash to experience making an animation film using softwares. Earlier I didn't have good hand in Flash but I gained a lot of confidence later on as I started to animate. I first made some animations to explore and learn the software. Hence when I started drawing on flash starts I got a clear picture in mind what to work with. Using the brush techniques playing with the brush sizes and its pressure properties, the effect which came was like working with a fountain pen or like a calligraphy pen with a special tip.

The problem faced was to keep consistency of line quality throughout all the shots. To give a new look to the movie a common background style as a whole is applied. Making a movie of same background mode is again one of the challenges. Behind the black and white backgrounds, a layer with one color is used with different brushes impressions and adding small tiny moving elements in After effects gave a interesting look and feel. Software like Premiere and Photoshop are also used in the process for editing the film.





After effects and Premier pro CS4 is used for further adding effects and editing the movie.



BACKGROUND STYLE

LINE TEST



AFTER CLEAN UP



FINAL BACKGROUNDS

SOUND DESIGN

For sound track in the film I used the free sound tracks available online. A little girl's voice is also recorded like for laughing and for hiccups. The film required extensive used of embient sound. The audio tracks have been edited and assembled in AdobePremier CS4.

SOUND TRACKS FROM ROYALTY FREE SITES :-

<http://www.freesound.org/>

<http://www.stonewashed.net/sfx.html>

<http://filmsound.org/sound-effects/libraries.htm>

<http://sound-effects-library.com/>

REFERENCES

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FOR IMAGES

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FROM FILMS

1- "Mountain Head" by Atma Yama. The film is about an stingy man who keeps waste and eats waste. He never throws anything. One he eats the berries seed and a bud starts growing on his head. Everyone comes and make picnic over his head.



Mountain Head

2- "The Passenger" by Chris Jones over a period of six years. The film won 06' Los Angeles International short film award and Best Australian film at the 2008 Melbourne International Animation festival. A book worm sits down on a bus next to a goldfish that may be an alien.

3- "A Quoica Sert L-amour" by Louis Clicy shows the power of being economical not just in one's linework, but in story telling and editing as well. The rocky road of love's trials and tribulations told in a fast-paced and action-packed 4 minutes.



A quoica sert l-amour

4- "Simon's cat" is an animated cartoon series by the British animator Simon Tofield featuring a hungry house cat who uses increasingly heavy-handed tactics to get its owner to feed it. This series is animated in Adobe software. The pictures are drawn by a 4 Size Wacom Intuos pen and tablet.



Simon's cat

5- "Get out" A French film animated in 3D, is a whimsical tale about a person Gary who has a phobia of getting out of doors. His doctor helps him to overcome the fear, but he is happy in his own world of imagination. There is a twist at the end of the story.