Video Editing

Instructor's Guide
TE1141

Developed by the
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How To Use This Guide

Video editing has changed rapidly especially since camcorders (both digital and analog), scanners, and digital cameras have become less expensive and, therefore, more available to everyone. This equipment, as well as more powerful computer and nonlinear video-editing systems, have made it possible to create high-quality movies at home or school.

What's It About?

These modules will identify the differences between analog and digital video and linear and nonlinear video editing. They will provide guidance in researching and planning a video, storyboarding, scripting, and camera techniques. They also include shooting the video, video editing, digitizing, and exporting to tape. Teacher's resources are provided for additional information about lighting, sound, and video for the web.

This video-editing unit is designed to be used with any video-editing system. Because terminology and techniques are similar in most systems, and also because many teachers are using it, specific instructions are provided for the Casablanca system. Contact MacroSystem US concerning the availability of a 10-day tutorial video. This tutorial presents concepts that can be beneficial for all students because the concepts presented on most of the days reinforce all systems. Three of the days are Casablanca specific, but even these days present concepts that can be used by students using any system.

The modules in Video Editing are:

Module 1: Discuss basic concepts, review rubric and assessment tools, identify a topic or subject for project

Module 2: Research topic and identify images to use

Module 3: Complete storyboard

Module 4: Operate the camcorder

Module 5: Shoot the Video

Module 6: Edit the Video 1

Module 7: Edit the Video 2

Module 8: Edit the Video 3

Module 9: View, score, and evaluate the finished project.

How To Use This Guide (continued)

The following sections give you tips on organization of the curriculum, equipment selection, and classroom management to use during the video project.

Organization

This unit is designed so that students and/or teachers can use the techniques to produce a project that is related to one or more of the subjects being studied in school. A classroom teacher can use it as a final project to reinforce a thematic unit of study in any subject area. One or more teachers could get together to produce a school-wide project. A technology teacher could team with a teacher in another curriculum area and help that teacher and students develop a project related to content being studied. The technology teacher could also assign the project by asking each of his or her students to develop a project based on something being studied in another class. Students may also want to produce a video about family or activities they participate in. The sky is the limit for project ideas.

A list of suggested projects, activities, and topics related to other subject areas begins on page 63. Sample storyboards and scripts that can be used by both students and teachers begin on student page 15. Tips are found throughout the modules that will help make the projects successful.

Teacher's Materials

Lesson Plans Information
This section includes information the teacher needs to know to present the material. It includes advance preparations the teacher should make. A brief overview for each module is included. This section is followed by detailed lesson plans for each module. This detailed plan includes tips and suggestions as well as the information needed to present the vocabulary and concepts for the module.

Assessment
In this section you will find a video-project scoring rubric, a simpler scoring sheet for younger students, and suggestions for assessing vocabulary. Any or all of these can be used to assess your students' learning.

Appendices
In this section you will find information helpful to new teachers, as well as to teachers who are experienced in video-editing. These include internet and print references for classroom video production, references for copyright information, recommendations on selecting classroom video equipment, and a series of diagrams to help connect your classroom equipment.

Organization (continued)

Casablanca Information
In this section you will find specific video-editing techniques using the Casablanca.

Overheads
In this section you will find masters for making overhead transparencies.

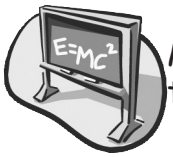
Student Book

Each module in the student book includes a Daily Project sheet. In addition, some modules include research forms, sample storyboards and video scripts, and storyboard and script forms. The activities in some modules have two versions, one designed for younger learners and another for upper grade students. The sample storyboards and scripts provide a detailed example to use for instructing students in the planning process.

Icons

Throughout this guide you will find icons in the left column that will help you plan and execute your lesson successfully. Two of the most important icons are the following that guide you to age-appropriate materials.

Material or strategy best suited for lower-grade students (kindergarten through third grade)



Material or strategy best suited for upper-grade students (fourth grade through high school)

The following icons, listed on the next page will help you plan, and execute your lesson successfully.

Organization (continued)

methods and strategies to think about

visuals for students to create

questions to ask students

items to note

extra credit

How To Use This Guide (continued)

Equipment Needs

Camcorder

To complete this project, you must have at least one video camera (either digital or analog). See the appendix for recommendations.

Editing Station or Computer and Video-editing Software

Thanks to recent technological advances, your students have access to many quality, reasonably-priced nonlinear editing programs. These easy-to-learn, easy-to-use, and powerfully creative programs make video-editing accessible to all students. Some of these programs are standalone workstations like the MacroSystem US Casablanca series machines. Others are hardware and software for your computer. Some software products are Adobe Premiere, Dazzle products, Windows MovieMaker, iMovie and Final Cut Pro. If you need Firewire or capturing hardware, it is often packaged with video-editing software. See the appendix (page 88) for information. Throughout this video-editing unit, the term "video-editing system" refers to either standalone or computer-based systems.

In addition to your video-editing system, you will need connecting cables and a TV monitor to view your students work. If you need assistance connecting your equipment, check the printed owners manual that came with your unit (if you've lost your manual, sometimes you can download a new one from the manufacturer's web site.).

Other Nearly-Essential Equipment

A **tripod** is not absolutely essential, but it is an extremely helpful tool for shooting effective videos. Cameras get heavier than you think they will, and it is hard to hold cameras steadily for more than a few minutes, especially for younger students.

An **external microphone** will also help improve video quality. Check the appendix for recommendations.

A **TV with a VCR** will be helpful for watching the video, both before and during editing.

An **overhead projector** for showing transparencies if you want to use them.

Follow your school or district requirements for labeling your equipment.

How To Use This Guide (continued)

Classroom Management

The modules are designed to be used, as needed, to best meet the needs of your students. One class may spend a day on a module while another class may spend several days. Read through the lesson plans and decide how you want to present the material. You may not want to complete all modules. Plan your schedule based on your class and the time you have. In some modules, you may need to decide how much information to present at one time. Many students will benefit by getting the information in smaller pieces. Again, do what is best for your class.

If you are working with a whole class, instead of a small group, it is good to have help in your classroom. This is especially true in the lower grades because of shorter attention spans. This person could be a teacher's aide, a media or technology teacher, a parent or other community member, or an older student. Remember, help is not neccessary, but it may make it easier for you and the students.

Remember, it is helpful to have the camcorder and tripod set-up before starting camera activities. This is also true of the video-editing system.

Working with one video-editing system

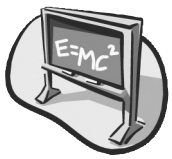
If you have one system and will only have access to it for a limited amount of time, it is recommended the whole class focus on creating a single video project. If you will have the system for a nine-weeks, a semester, or the entire year; you can divide the class into groups and have one group complete a project while the rest of the class does other things. Some suggested activities for the rest of the class begin on page 63

Lower Grades

Small groups are the best method to manage a class with one system. Think back to other units you have completed that used a single, vital piece of equipment. You can use that strategy again or use one of the suggestions below. It is best for the whole class to work together during the planning/researching process.

Use small groups/teams (3–5 students work well) to complete each piece of the project using a rotating, pullout process so each group experiences the parts of the process. Another method is to pull out one group of students at a time. Each group works on only one part of the process. Ideally, this process will be repeated throughout the school year so that all students get to experience each part of the process. You can also have one group complete the entire process while the rest of the class works on other activities.

Classroom Management (continued)



Upper Grades

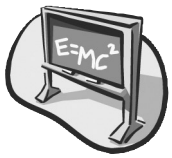
You should read the suggestions for the lower grades because those methods may be the best ones to use for your class. Have everyone work together to identify and research their subject. After the subject of the project has been decided, divide the class into four groups. Then, during the taping and editing phase, have the four groups each complete 1/4 of the work on each module's production tasks. Example: Group A record pictures 1 and 2, Group B record pictures 3 and 4, etc.

Another method is to have each group videotape the materials for its own subject. Then have the different groups use the video-editing system at different times to complete its editing. The groups not doing video editing can complete activities like the ones beginning on page 63, or they can work on other schoolwork.

With two or more video-editing systems

Both Lower and Upper Grades

Your students can create as many video projects at one time as there are camcorders and video-editing systems and that you can, or want to, manage. Keep the class together for the planning process and then divide the class into as many teams as there are systems available. Each group then produces its own projects.



Once you have completed your first classroom video project, your students will more quickly grasp the production process. They will become more skilled at both videotaping and editing on whatever system they are using. You will find that your students can produce more video presentations with less time spent on training.

Video-editing projects offer great opportunities for students to act as mentor for other students. Older students can mentor younger students; experienced students can mentor those new to video-editing and production. Teachers working with a range of students from developmentally disabled to gifted, from elementary to high school, have found that students learn the system quickly and are able to help others learn as well.

Take
Scene
Page 14

Lesson Plan Information

Description
In this project your students will plan, research, and produce a video on a topic they have chosen. After researching their topic, they will develop a storyboard and script, videotape images, use a video-editing system to edit these images, add titles, and finally record narration with music or sound effects.

Suggested Time Frame
Will depend on situations such as class size, experience, age, available equipment, and number of modules used; the modules are designed so the teacher can customize to meet class needs

Materials
Blank videocassettes

Equipment
VCR with TV; 1 or more video camcorders with power supply and or batteries; tripod; 1 or more video-editing systems. If you plan on using any of the transparencies, you will also need an overhead projector.

Advanced Preparation

Library and Other Resources
Be sure the library or media center in your school will be available for class time during module 2. Do this as early as is necessary in your school. By discussing possible topics with your school librarian, other teachers, and/or media center director in advance, it will be easier for them to provide resources that will help your students with their research.

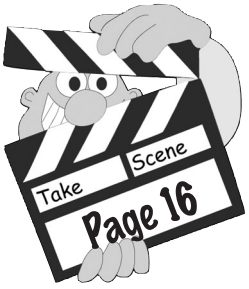
If your students have more than one teacher, you may want to discuss this video project with them. These classes may be studying topics or themes that will make perfect video projects. By working together, you and the other teachers can make the project more meaningful. See activities and content-area information beginning on page 63.

Equipment
Check to ensure the camcorder or camcorders are fully operable, the power supplies are available, and/or batteries are charged. In some classrooms you may need an extension cord with the camera power supply. Make sure you have enough blank videocassettes on hand and, if necessary, you have reserved your schools' video-edit system(s). It is a good idea to have the videotapes labeled in advance to prevent accidental misplacement. Discuss proper labeling techniques.

Advanced Preparation (continued)

A handy set-up to use for videotaping drawings, pictures, and other paper images is a music stand. Use clothespins to hold pages open. A large book stand or a classroom bulletin board covered with black construction paper can also be used. Straight pins will hold up student work for videotaping at the students eye level.

If you're using an assistant or student technology mentor, make arrangements ahead of time for their assistance. You may have them help set up equipment as well as acting as mentors.



Module Overviews

Module 1 Overview

Goal

The goal is for your students to be introduced to the project and identify the subject/topic of your video.

Vocabulary

analog video, digital video, linear editing, nonlinear editing, postproduction, preproduction, production

Materials and Equipment

Overhead if using transparencies

Daily Project Sheet Module 1 (student page 5)

Module 2 Overview

Goal

The goal is for your students to research and identify images to be used in their subject.

Materials and Equipment

Overhead if using transparencies

Daily Project Sheet Module 2 (student page 9)

Research Report Form (student page 13)

Sample Storyboard (student page 15) and/or Transparency

Sample Video Style Script (student page 23) and/or Transparency

Images Template (student page 25)

Vocabulary

close up, medium shot, narration, script, storyboard, wide shot

Module Overviews (continued)

Module 3 Overview

Goal

The goal is for your students to storyboard their video project.

Materials and Equipment

Overhead if using transparencies

Daily Project Sheet Module 3 (student page 27)

Sample Storyboard (student page 15) and/or Transparency

Sample Video Style Script (student page 23) and/or Transparency

Storyboard template (student page 29)

Vocabulary

aspect ratio, pace

Module 4 Overview

Goal

The goal is for your students to learn and practice basic camcorder operations.

Materials and Equipment

Overhead if using transparencies

Daily Project Sheet Module 4 (student page 33)

Camera Operation worksheet (student page 35)

Vocabulary

macro, pan, tilt, zoom

Module Overviews (continued)

Module 5 Overview

Goal

The goal is for your students to shoot the video they will use in the project.

Materials and Equipment

TV/VCR

Overhead if using transparencies

Daily Project Sheet Module 5 (student page 41)

Sample Shot Log (student page 44)

Shot Log template (student page 45)

Vocabulary

display, pre-roll, shot log

Module 6 Overview

Goal

The goal is for your students to import (record) and/or digitize video into video-editing system (Casablanca, computer, or other system).

Materials and Equipment

TV/VCR

Overhead if using transparencies

Daily Project Sheet Module 6 (student page 47)

For those using the Casablanca systems:

Casablanca Edit Menu worksheet (page 99)

Digitizing/Recording (page 93)

Trimming and Positioning Clips (page 94)

If possible, use the Tutorial Video from MacroSystems US. Contact them for ordering information. This module uses the lesson called Day 7. **If you have the video tutorial, follow the instructions for showing it. If you don't have it, just ignore that part of the instructions.**

Vocabulary

cut, transition, trim

Module Overviews (continued)

Module 7 Overview

Goal

The goal is for your students to add transitions, title screens, and credits to their videos.

Materials and Equipment

TV/VCR

Overhead if using transparencies

Daily Project Sheet Module 7 (student page 49)

For those using the Casablanca systems:

Adding Transitions (page 95)

Adding Titles (page 96)

If possible, use the Tutorial Video from MacroSystems US. Contact them for ordering information. This module uses the lesson called Day 8. **If you have the video tutorial, follow the instructions for showing it. If you don't have it, just ignore that part of the instructions.**

Vocabulary

font, scroll, subtitle

Module Overviews (continued)

Module 8 Overview

Goal

The goal is for your students to record the narration and mix in the background music for their video project.

Materials and Equipment

TV/VCR

Overhead if using transparencies

Daily Project Sheet Module 8 (student page 51)

For those using the Casablanca systems:

Recording Audio (page 97)

Mixing Audio (page 98)

If possible, use the Tutorial Video from MacroSystems US. Contact them for ordering information. This module uses the lesson called Day 7. **If you have the video tutorial, follow the instructions for showing it. If you don't have it, just ignore that part of the instructions.**

Module 9 Overview

Vocabulary

ambient sound, audio, decibel, render

Goal

The goal is for your students to view and evaluate their performance on the video project.

TV/VCR

Overhead if using transparencies

Daily Project Sheet Module 9 (Student p 53)

Project Scoring Rubric (page 67)

Take
Scene
Page 22

Lesson Plan—Module 1

Module Goal

The goal is for your students to be introduced to the project and identify the subject/topic of your video.

Teaching Tips and Techniques

Materials and Equipment

Daily Project Sheet Module 1 (Student p 5)

Introduction

Share some or all the interesting facts about movies and movie-making listed below or go to <www.imdb.com> and find facts about a movie or movies that will interest your students. For more information about this website, see the activities beginning on page 63.

- How do you think Scooby-Doo was created? The story goes that when the artist who designed Scooby-Doo was sketching a first draft, he consulted another Hanna-Barbera employee who owned Great Danes. After asking this person to describe what makes Great Danes great, what do you think he did? He drew Scooby as the exact opposite.
- Pixar, the company that produced the "Toy Story" movies, uses thousands of drawings pasted to the walls of their offices to organize their movies before the scenes were created.
- Lucasfilm uses many artists at their studios to help plan and draw storyboards in the production of movies like the Star Wars series.
- Think movie stars are different than average people. Well, both Ewan McGregor (Anakin in Star Wars Episode 1) and Hayden Christensen (Anakin in Star Wars Episode 2) made "lightsaber noises" the first time they were handed a lightsaber in rehearsal. Laughingly, director George Lucas told them that they probably had people in sound effects who could do a better job in post production.

Have the students talk about things they've heard about movies and movie-making. Ask them if their families have ever used a camcorder to take movies of holidays, family gathering, and sports events. Ask them to identify differences between the movies they go to see and the ones their families take. Try to lead them to say that professional movies are planned, scripted, and carefully recorded—sometimes many times—while most home movies are

Lesson Plan (continued)

just taken as they happen. Be sure they realize that this makes a big difference in creating a movie that outsiders will want to see.

Tell the students that they will be making a very short movie, and that they will be using a planning process similar to real movie-makers.

You may want to share with students how they will be evaluated, for example discuss the rubric or other evaluation methods.

Thinking Visually

One trap that first-time movie-makers fall into is not "thinking visually." We are so used to reading words to find out what we want to know that we forget to consider other communication methods. Discuss different ways of communicating. If they don't suggest visually or with pictures, ask them if it's easier to do something when someone shows you or when someone tells you.

As a class activity, write directions for something like hitting a baseball or putting together a toy. First use only words. Ask them how these directions could be better or easier-to-understand. If they don't suggest adding pictures, you should ask if it would help. If time permits, discuss the phrase "A picture is worth a thousand words."

Remind the students that productions like movies and TV have a beginning, middle and end. Point out that TV shows are crafted to convey a message or to elicit an emotion or action. Remind them that very little happens on TV that wasn't designed (they may argue that an exception is reality-based programs, but explain that they are edited too).

If time permits, choose one or more of the activities below. Have the class complete these, either as a whole group or in small groups. You could also use these activities with students when they are not actively involved in video-editing.

- Can you believe everything you see in a photograph? Discuss why or why not? You may want to share instances where pictures were edited. Discuss with students how pictures provide meaning in newspapers, family albums, and magazines. Have each student bring in a photo from a recent newspaper or magazine and describe what the picture is illustrating. Ask them to imagine what other subjects were present that may not have been photographed. If it is possible in your area, compare photos of the same event? Did what was pictured make you feel differently?

Lesson Plan (continued)

- ✶ View and critique the work of famous photographers and/or photos from magazines or books. Ask students which photos or artists they like best. Have them discuss why they liked the photos they liked more than the other photos.
- ✶ Introduce some of the master painters to your students. Show them paintings by Picasso, Monet and Rembrandt. For example, show Van Goghs' "Starry Night." Have them imagine things like what the day was like when it was painted, what kind of mood the painter was in, and where he was when he painted it?
- ✶ Record and playback a story from a TV news program with the TV volume turned off (muted). Have the students write what was happening in the story. Then ask volunteers to describe what they saw. It is best if it is not a recent story the students will recognize, as the goal is to discern meaning from pictures or visual cues.

Introduce the vocabulary words to the students. Some suggestions for introducing vocabulary follow the words.

Vocabulary

analog video—video such as VHS and S-VHS; it has a lower quality than digital video and loses quality as it is copied

digital video—video recorded the same way as computer data; it is higher quality than analog video and keeps its quality copy after copy

linear editing—recording video segment by segment with no control over the order and no ability to change pieces

nonlinear editing—computer or other digitally-based system that allows unlimited adding, deleting, and changing the order of video and audio pieces of a video project; most video editing today is nonlinear.

post-production—the editing phase of producing a movie or video

pre-production—the planning phase of producing a movie or video

production—the taping phase of producing a movie or video

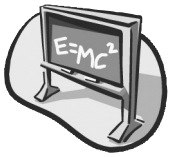
Your students may know some of these words already, or may have just heard of them. Provide clear guidance as to how you want your students to define these vocabulary terms. You may want to discuss the words with the group to ensure that the students understand then.

Lesson Plan (continued)

For lower grade students

Depending on your students' needs, you may want to define the words as a whole-class project. First, write the words on a whiteboard, chalkboard, or large sheet of paper. Leave space for the definitions.

It is best if this list can be left visible throughout the project. As the class defines the words, you can write the definitions next to the words. The students can also write the definitions on the Daily Project Sheet for this module.



For upper grade students

Read the suggestions for lower grades. If this method will work with your students, you should use it. If your students are able, you could assign the vocabulary activities as homework, or they could work in small groups to define the words. Be sure they write the definitions on the Daily Project Sheet.

Daily Activity—Choosing a Topic or Subject

Have students, either as a whole group or in small groups, brainstorm ideas for topics for their videos. If brainstorming in a large group, record ideas on the board, large sheet of paper, or overhead. Students can also write the suggestions on the Daily Project Sheet for this module. Small groups should use the Daily Project Sheet as they brainstorm.

Before brainstorming begins, explain that they may want to think of topics that might help in another class. Tell them you will work with their other teachers if they want to do a project for more than one class. Explain that other good topics can be hobbies, school activities, sports, family histories or activities, and favorite school subjects.

If students have trouble thinking of topics, get them started by asking things like "what are you studying in . . ., what do your like to do." Continue the discussions until they have a list of possible topics.

Have the group or groups who will be working on the project together spend time discussing their lists and deciding on a topic. Give them a deadline for presenting a topic to you.

Lesson Plan—Module 2

Module Goal

The goal is for your students to research and identify images to be used in their subject.

Teaching Tips and Techniques

Materials and Equipment

Overhead if using transparencies

Daily Project Sheet Module 2 (student page 9)

Research Report Form (student page 13)

Sample Storyboard (student page 15) and/or Transparency

Sample Video Style Script (student page 23) and/or Transparency

Images Template (student page 25)

Introduction

Introduce the vocabulary words to the students. Some suggestions for introducing vocabulary follow the words.

Vocabulary

close-up (CU)—when the camera is zoomed in tight on a subject showing great detail

medium shot (MS)—a camera shot where the subject fills the screen more than a wide shot, but less than a close up (if it is a MS of a person, you would show from knees up)

narration—usually an off-screen voice who tells the details of a story or production

script—the written text of a play, movie or broadcast used in production or performance

storyboard—comicbook-style method of documenting your scenes in the order in which you would like them to appear

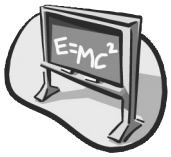
wide shot (WS)—camera shot where the audience sees most or all of an area or group of people

Lesson Plan (continued)

Your students may know some of these words already, or may have just heard of them. Provide clear guidance as to how you want your students to define these vocabulary terms. You may want to discuss the words with the group to ensure that the students understand then.

For lower grade students

Depending on your students' needs, you may want to define the words as a whole-class project. First, write the words on a whiteboard, chalkboard, or large sheet of paper. Leave space for the definitions. It is best if this list can be left visible throughout the project. As the class defines the words, you can write the definitions next to the words. The students can also write the definitions on the Daily Project Sheet for this module.



For upper grade students

Read the suggestions for lower grades. If this method will work with your students, you should use it. If your students are able, you could assign the vocabulary activities as homework, or they could work in small groups to define the words. Be sure they write the definitions on the Daily Project Sheet.

Daily Activity—Using the Storyboard and Video Script samples

It is essential that students have a firm understanding of the method of planning media presentations before they begin their research because understanding helps them make decisions as to which items are appropriate to include. Have the students look at the sample storyboards (student page 15) and/or the sample video scripts (student page 23) or show the transparencies of both to help the students get an idea of the kinds of things to look for as they research.

For lower grade students

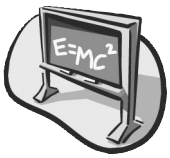
Storyboarding seems to work well with all students. Have the students look at the overhead transparencies or enlarge the student pages. Engage students in a brief discussion of this planning tool by asking questions similar to the following:

"What is there in the newspaper that reminds you of a storyboard?" (Cartoon/comic strips)

"How does this help to organize the pictures?" (in a sequence)

"What benefit does the storyboard have over the video style script?" (Everyone on the crew gets a clear idea of what the writer has in mind because he or she can SEE the ideas, not just read and then interpret them)

Lesson Plan (continued)



For upper grade students
Read the suggestions for lower grades. If this method will work with your students, you can use it. Some teachers prefer using the storyboard as it reinforces the visual nature of media productions and requires students to practice thinking visually. Regardless of the strategy you choose, begin by engaging students in a brief discussion that examines the storyboard and script as planning tools.

Daily Activity—Project Research

Make plans to use the resources available in your classroom or school library to help the students learn about their subject. Go over the Research Report Form (student page 13) with the students; suggest possible research sources. This form will help guide the students in their research. Point out that they are to locate and identify a minimum of four different sources for information on their subject.

Remind them that video is a visual medium—lots of words with few pictures do not make an exciting video. Therefore, part of their time should be spent identifying visuals to illustrate their subject. Point out the place on the Research Report Form where they identify visuals they find or create.

Copyright issues: Copyright references are available in the appendix on page 82. These will help you get a grasp on the difficult issue of copyright before discussing it with your students.

Discuss copyright with the students. Remind them that only copyright/royalty-free media should be used in this and other projects. The most legal, and perhaps most creative media, are ones the students create themselves. Discuss media sources with the students. Remind them that it can be from art or music projects. The media can also be gotten from other student's work. It might be possible to work with an art or music teacher to coordinate projects.

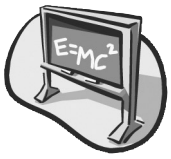
Every class has one or more budding artists/musicians. In this module encourage the students to create their own images to illustrate their video project. Discuss the 3 by 4 ratio and explain how to use the Image template (student page 25) to ensure that the student's work is properly formatted. Explain that if this ratio isn't taken into account, your screen can have too much blank space around a long, skinny picture or parts will be cut off. Not planning for this size makes your video look unprofessional.

Lesson Plan (continued)

For lower grade students
If individual or small group research will be difficult for your students, it can be done with the whole class. At the youngest levels you can read the a book about the topic, asking students in advance to listen for pieces needed for research. Following your reading, ask volunteers to share what they remember about the subject. Record their answers on the board for all to see. The students can then write the information on the Research Report Form (student page 13)

Another method is to show an age-appropriate, short video that explains the selected topic. Again, ask students in advance to listen for the pieces needed for research. Following the showing, ask students to think about what they just saw. Then have them share the information with a partner. Finally, have the partners share with the class while you record the answers on the board for all to see. The students can then write the information on the Research Report Form (student page 13)

Explain to the students that TV has a ratio of 3x4. That means the TV screen is 3 units high by 4 units wide—not a square, but a rectangle. You may want to point this out on a TV. Any pictures you choose or create should look good in this ratio. Have the students use the Image template (student page 25) to ensure that the student's work is properly formatted. Show the students how to use the template.



For upper grade students
Read the suggestions for lower grades. If this method will work with your students, you can use it. You could also have four groups of students each research a different source, such as encyclopedias, periodicals, non-fiction collections, and information from the internet. You can also assign student groups to research different aspects of the subject. Be sure the students complete the Research Report Form (student page 13). Remind the students to give proper attribution of their sources.

Explain the 3x4 ratio. Use this ratio for illustrations or any other image selected for video recording. It is appropriate to discuss copyright issues now if your students have not already been instructed in a previous class. See the copyright issues information in this module and in the appendix beginning on page 82.

Lesson Plan—Module 3

Module Goal

The goal is for your students to storyboard their video project.

Teaching Tips and Techniques

Materials and Equipment

Overhead if using transparencies

Daily Project Sheet Module 3 (student page 27)

Sample Storyboard (student page 15) and/or Transparency

Sample Video Style Script (student page 23) and/or Transparency

Storyboard template (student page 29)

Introduction

Review the vocabulary words and information from previous modules. Present new words by following the procedures used in earlier modules. Check the progress of the students' research; it must be complete before beginning the storyboarding.

Vocabulary

aspect ratio—the proportions of a screen (current standard is 3 units high by 4 units wide.

pace—the speed and flow of a video.

Daily Activity—Storyboarding

Make photocopies of the storyboard form before class (student page 29). Students will use the storyboard to plan their video project. Depending on the class needs, review the sample storyboards (student page 15).

For lower grade students

Create the storyboard together as a class. To do this, create a large version on a whiteboard or enlarge the storyboard form (student page 29). Students can follow along in their books. Start by having the students help you write a summary for each scene. Students can write on the storyboard form in their books.

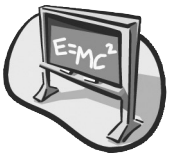
After you have developed the summaries, go back and have the students help you write narration text. Base this narration on your research. You may want to have ideas developed ahead of time to prompt student ideas. Students can write in the audio column on the storyboard form in their books.

Lesson Plan (continued)

Display the images located or created during your research in front of the class. You can direct the students in placing the images with the appropriate scenes:

"Let's put this picture into scene 1, this picture into scene 2 . . ."

Or you can make your review more student centered by asking "Which image should I place in scene one?" If the students are following along at their desks, have the students draw a representation of each of the images onto their own storyboard.



For upper grade students
You can create the storyboard either together as a class (see lower grades procedure above), or you can have each individual student or student group create their own.

If you're having students create their own storyboard, have the students use copies of the storyboard form in their book (student page 29). Briefly go over the format. Review the purpose of each column: the notes column is to summarize each shot or to make special notations about a particular shot, the boxes are where you diagram (draw) each shot, and the audio column is where you make notes about what will be heard in each shot.

Next, ask the students to complete their storyboard. If you are producing a limited number of projects, the class can select the storyboard they like the most to serve as the final storyboard. You can also have students complete their storyboards overnight as homework, to be reviewed in class tomorrow in either large or small group sharing.

Storyboarding Tips

There are two different strategies you can use to have the students work together in a group for the production:

1. Pass out storyboard forms to all group members and have them create their own storyboard. At the end of the period, ask each group member to share their storyboard with the others in their group. The group then selects the storyboard they wish use for the production.
2. Pass out 'Post It' notes or 3x5 cards to each group and two different colored pens. Appoint an 'artist' in each group and have that student write their major ideas/quotes, etc. from their research onto 'Post It' notes or 3x5 cards. Then ask a facilitator in each group to arrange the papers or cards in the order the group chooses.

Lesson Plan (continued)

The students now regroup and use a different color pen to describe the image they have selected to record with each scene. Once the order and images have been chosen, students can put their final idea to the storyboard. You may ask each student in the group to make a copy of the storyboard or have a 'master' storyboard for each team. Students then diagram each of the visuals.

Extra Credit: Give students the option of taking their storyboards home and adding color to each frame.

Even though storyboarding has been presented at least twice already, some students may not have understood the concept that the frame of the storyboard should accurately depict the desired shot. For example, students may list a shot as a close-up of a character, but draw the head small in the center of the storyboard frame with lots of other things in the background. Be sure the students understand that the close-up should be drawn on the storyboard so that the frame is filled with the character's head. In other words, the storyboard frame should look like the frame of the video will look.

You may also find students, especially older ones, who are shy about their drawing skills. Help them become more comfortable by drawing your own stick figure storyboards. Make your drawings very simple and remind the students that it doesn't matter how simple they are because all they have to do is communicate ideas for camera shots.

Take
Scene
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