

Casablanca Classroom Educators Workshop

Educators Booklet

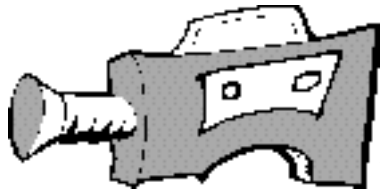
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Video Production and National Education Technology Standards for Students

The National Educational Technology Standards Project is an ISTE (International Society for Technology in Education) initiative funded by the National Aeronautics and Space Administration (NASA) in consultation with the U.S. Department of Education; the Milken Exchange on Education Technology; and Apple Computer, Inc.

These Standards for students are designed to provide teachers, technology planners, teacher preparation institutions, and educational design-makers with frameworks and standards to guide them in establishing enriched environments supported by technology. More information on the standards may be found at the ISTE web site: <http://www.iste.org>

Here are the six Technology Foundation Standards for Students developed by ISTE

1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues
3. Technology Productivity Tools
4. Technology Communication Tools
5. Technology Research Tools
6. Technology Problem-Solving and Decision-making Tools

Here's how student produced video projects may be used to address these standards:

1. Basic Operations and Concepts (use of the Non Linear Editor with its peripherals (trackball and keyboard) as well as interfaced with other components: camcorders, VCRs, CD players).
2. Social, Ethical, and Human Issues (discussion and select use of copyright images and sounds)
4. Technology as a Communication Tool (applied written communication through script writing, oral communication for narrator, communication tool as there finished video project)
5. Technology as a Research Tool (gathering opinions, searching and reviewing archival videotaped footage, discerning appropriate source material).
6. Technology as Problem-Solving and Decision-making Tools (student teams prepare opposing viewpoints on a controversial issue - class discusses and delivers orally or written position on the issue).

Student Outcomes and Video Production

The following are some Student Outcomes that are applicable to student produced video:

Elementary K-2

Students will use input devices (trackball and keyboard) to successfully operate the Casablanca Avio - digital video editing technology.

Students will communicate about technology and technology practices using developmentally appropriate and accurate terminology.

Students will work cooperatively and collaboratively with peers, teachers, and others when using video technology in the classroom.

Students will use video technology tools review and facilitate deeper learning throughout the curriculum.

Students will use video technology tools for illustration of thoughts, ideas and stories in communication with others.

Elementary 3-5

Students will use input devices (trackball and keyboard) efficiently and effectively.

Students will use video technology tools for individual and collaborative activities to create knowledge products for audiences inside and outside the classroom.

Students will exhibit the use of applied communication skills in the design and development of video project storyboards.

Students will use video technology tools in support of direct and independent learning, as well as to pursue personal interests.

Students will evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources (when coupled with a unit on media literacy).

Student Outcomes and Video Production

Intermediate/Middle School 6-8

Students will demonstrate successful written communication skills in the design and development of video project scripts.

Students will use video technology tools to support personal growth, group collaboration, and learning throughout the curriculum.

Students will design, produce and present products using video technology tools that demonstrate and communicate curriculum concepts to audiences inside and outside of the classroom.

Students will collaborate with peers as well as content experts for research and development of a subject specific video project.

Students will exhibit legal and ethical behaviors when using video technology, and discuss consequences of misuse (particularly when coupled with education on use of copyright materials).

High School 9-12

Students will use online information sources for research, information analysis, and decision making in development of a video project.

Students will collaborate with peers, community members, and subject experts to contribute to a content related project.

Students will use video technology tools in the development, production and presentation of a culminating project.

Students will research and evaluate the accuracy, relevance, appropriateness, and effects of electronic information (TV, videos, movies) concerning real world problems (e.g. violence, sexism, racism).

Student teams will use video technologies to initiate critical thinking by developing video presentations on opposing viewpoints on a controversial issue.

The Virtues of Student-Produced Video in the Classroom

It is **highly motivational** because children tend to love working in creative ways with new technologies.

Encourages **cooperative learning** as students' work as a team.

Brings about **effective remediation** as students engage in the content many times through the production process: research, synopsis, script writing, videotaping, logging footage, editing, narration, viewing and evaluation.

Induces **transparent learning** because the students enjoy themselves in the creative process, all the while immersed in the content.

Helps develop **leadership skills** where each participant is responsible for overseeing their particular area of production.

Provides **student centered learning** as students take a program's story and production process into their own hands.

Induces **improved self-esteem** by providing students with an opportunity to share their views, ideas and success through a medium accepted by their peers and society at large.

Teaches **media literacy** through examination of the ways in which production techniques influence viewer perceptions.

Is an **authentic** technology application because students use tools and skills also used outside the school and prepares students for life in a technology-laden world.

Sample Course Outline

ROP Video Communications I: Single Camera Production
Instructor - Mr. Chet Davis

Course Description:

This course provides the student with opportunities to learn and practice communication skills and techniques using video technologies. This course serves best the student (1) who will continue their education, pursuing a career in the media and (2) who will search for an entry level job in the communications industry directly following completion of the course. It also provides valuable training for the student pursuing most any career as video has become an ideal communication tool in many occupational fields.

Topics Covered:

Worksite Safety, Planning a Video Production, How TV Works, Inside the Camera, Camera Operations, Audio Theory, Video Recording: Machines and Methods, Post Production Aesthetics, Editing Techniques, Evaluating a Production, Video Transmission Systems, Careers in Communications, Critical Viewing, Employability Improvement.

Group Video Projects

Montage: A short (1 minute) video where the student group will experience the planning and basic aspects of video production. Visuals are selected by the student group and the content focus is to explore the appropriate selection of visuals, along with appreciating the skills necessary to produce even a short video.

Instructional Video: A 2-5 minute video to allow the student groups to gain additional hands-on experience with video technology while exploring the challenge of developing an instructional tool. Planning, Taping, Editing and Computer Graphics will be executed by the students in teams of 4.

Documentary: A 3-5 minute video presenting factual and anecdotal information about a specific person, presented through a variety of media. The positions will be executed by the students in teams of 4.

PSA: This project will challenge the student groups in their use of both communication techniques and technological skills, meeting an 'industry' deadline of 58 to 60 seconds. Again, positions will be executed by the students in teams of 4.

Entertainment Video: This final video is open in length and subject as long as the objective of entertainment is met. Student groups will choose from settings, effects... to complete their project. Again, positions will be executed by the students in teams of 4.

Sample Course Outline

ROP VIDEO COMMUNICATIONS I Assignment Sheet

ROP Video I Workbook/Assignments

<u>Chapter</u>	<u>Topic</u>
1	Worksite Safety
2	Video Technology 1 - Systems
3	Pre-Production - Planning & Scripting
4	Careers in Communications
5	Video Technology 2 - Cameras
6	Creative Camera Operations
7	Audio Theory
8	Video Technology 3 - Video Recording Devices
9	Post Production Techniques
10	Evaluating a Production
11	Video Technology 4 - Transmission Systems: Broadcast
12	Video Technology 5 - Transmission Systems: Satellite & CATV
13	Video Technology 6 - Trans. Systems: Microwave & Fiber Optic
14	Critical TV Viewing
15	Employability Skills Improvement
A	<i>The Writer/Director</i>
B	<i>The Videographer</i>
C	<i>The Video Editor</i>
D	<i>The Computer Graphics Artist</i>
E	Producing Training Videos
F	Selling an Idea, Product or Service via TV
G	Keeping the Interest While Your Inform

Sample Course Outline

ROP Video Communications 2
Instructor: Chet Davis

<u>Chapter</u>	<u>Topic</u>	<u>Evaluation</u>
1	Writing for TV News	Quiz
2	Shooting & Editing ENG Style	Quiz
3	TV Crew Positions: Technical Director	Quiz/Performance
4	TV Crew Positions: Audio Engineer	Quiz/Performance
5	TV Crew Positions: Videotape Engineer	Quiz/Performance
6	TV Crew Positions: Character Generator	Quiz/Performance
7	TV Crew Positions: Floor Director	Quiz/Performance
8	TV Crew Positions: Studio Camera Operator	Quiz/Performance
9	TV Crew Positions: Master Control Operator	Quiz/Performance
10	TV Crew Positions: Producer	Quiz/Performance
11	TV Crew Positions: Director	Quiz/Performance
12	TV Crew Positions: Talent	Quiz/Performance
13	Satellite Operations	Quiz/Performance
14	Video Signal Measurement	Quiz
15	Advanced Video Systems	Quiz
16	Resume Production	Product
17	Acing the Job Interview	Performance
18	Website Development - Fall Semester	Product
19	Designing A Video Facility - Spring Semester	Product

Additional Video Projects

Campus Newscast

Each student is required to produce one story/segment for the Campus Newscast during each 3 week period, 8 stories over the duration of the year - stories/segments may be produced in teams of 2.

Studio Production: PSA's

Each student will be responsible for producing a 30 or 60-second Public Service Announcement. The intent is to promote a student club/organization or local non-profit organization. Each student will Produce a PSA and Direct other members of the class who will serve as your crew.

Studio Production: Interviews

For this assignment, each student will produce a short interview program highlighting a local non-profit organization or on-campus celebrity. Each student will Produce and Direct this 3 to 10 minute in-studio live interview while other members of the class serve as your crew.

Senior Video Project

In groups of 2-4 advanced, video students are to produce a video program that will be used on campus or in the community. This will serve as the Spring Final Exam.

Video Project - Production Rotation

With 24 students, here is how I structured my student groups during the production process:

I form 6 groups of 4 students each. The students serve one of 4 different crew positions: Writer/Director, Videographer, Video Editor, Audio/Graphics (co-editor)

I have 3 production units (camcorder, power supply/battery, tripod and ext. microphone). And for these projects I use 3 video edit stations.

In preparation for the project, the whole class participates in instruction regarding planning and development, with breakout sessions by the 6 production teams. When the actual production rotation begins here is how I structure it:

Which Teams A, B, C	Cycle 1 Taping	Cycle 2 Editing	Cycle 3 View film w / activity	Cycle 4 Viewing & evaluation
Teams D, E, F	View film w / activity	Taping	Editing	Viewing & evaluation

The following is a suggested plan for seating chart that facilitates production teams of 4

Here are the duties of the students in Team 'A'

Seat 1 serves as Writer/Director, Seat 2 serves as Videographer

Seat 3 serves as Video Editor, Seat 4 Serves as Audio/Graphics

To determine the duties of students in other groups, simply add the number 4 to the above seat numbers above (example 1 becomes 5, 3 becomes 7, etc.)

2) Rotation

For the next project, I prefer to move students into new groups that I compose. I use the following system which creates random groups. I then use this rotation throughout the year on all 4 major group projects which allows each student to work in different groups and to experience each production position.

Now Seat	New Seat	Now Seat	New Seat
01	02	13	14
02	07	14	19
03	22	15	24
04	13	16	01
05	05	17	18
06	11	18	23
07	15	19	04
08	17	20	05
09	10	21	12
10	17	22	03
11	19	23	18
12	15	24	09

Equipment Needs for Student Produced Video

Camcorders

My basic recommendation for getting started in classroom video production would be to have a camcorder with AC power adapter and 2 batteries. There are several formats to choose from - many educators are moving to miniDV camcorders which delivers higher quality images, if you can fit this in your budget. I would suggest making sure a camcorder has an external microphone jack as well as a headphone jack. Many teachers of video production classes also prefer a camcorder with manual over-rides, the ability to turn off auto focus and auto iris. Hopefully your camcorder is still with some sort of case - either soft or hard shell. Keep it in this case whenever it's not in use.

I would recommend storing your camcorder in a cabinet. If you don't have a locking cabinet space - store it somewhere that is not visible from any outside window. This is critical on longer weekends, during spring and Winter break and especially during summer. Also, if the camcorder is not already clearly labeled - I would spray paint your school name with a stencil and use an etching tool to scratch in your school name in a very visible spot. And label each accessory (battery, cables, etc) so they will walk back to you if misplaced.

Camera Support

This refers to the different types of devices that support or hold-up a camera. A tripod or some other type of support is one recommendation for all producers to dramatically improve their videos. A Tripod is the most common camera support and generally delivers the most stable shots. It is important to set-up the tripod so it's level. Tripods can be used even in areas with an uneven floor (like gym bleachers or in a school auditorium), as they are able to adjust to with their 3 legs. It's important to note that tripods are rated for a camera's weight, so make sure you use one appropriate for your camera.

Camera Accessories

There are lots and lots of accessories for cameras. An important accessory to consider is a clear filter. If you have a camcorder that enables the addition of lens filters, a clear lens filter will go far to protect the camera lens from scratches and other minor damage. Beyond that for basic videography I do not push too much else. It may serve you well to review one of the Creative Camerawork videotapes from Videomaker Magazine or spend time at a local camera/video store learning just what exactly other video filters may be available (example: wide angle lens, star filter, etc).

Audio Gear

The secret to good audio is to get the microphone as close to the sound source as possible. That is why I highly recommend an external microphone for your video projects. A good hand-held microphone with a cable long enough to reach to the camcorder is an essential addition for student video projects.

Go with a mic that is more durable than the really inexpensive plastic mics and make sure you have the correct connector (or adaptor) to interface with your camcorder. Talk with your local vendor about the best microphone pickup pattern for your application (example: Cardioid, omni-directional).

Equipment Needs for Student Produced Video

Audio Gear (continued)

Wireless microphones are a good choice for some applications - but there are complexities as well from battery operation issues to poor signal quality in less expensive mics to interference. Before you buy a wireless mic, test it out yourself and make sure it will do what you need.

It would also be wise to provide headsets for your camera crew. This enables the operator to ensure they are getting good audio through the microphone. I find that inexpensive headphones work fine for many day to day projects - they are less likely to be 'five-fingered' and they are affordable enough I can have several sets standing by.

Lighting

An inexpensive solution for lighting is the use of the 500watt floodlights used for yard lighting. This can be semi-permanently attached in a corner of your classroom or can be used with a clamp or homemade stand for portable use.

If you feel the need to go for a professional lighting set-up you can buy lights made especially for video production use. These come on collapsible tripods and typically range in illumination from 300 to 500 watts. You can get these in flood or spot pattern. You can use just one, two or the traditional three-instrument configuration.

Editing Equipment

When videotape editing became a mainstay of the TV industry the linear editing station was the only choice. That meant you had at least two VCRs, often connected by a editing controller that would enable you to essentially copy whatever footage you wanted from the playback VCR to the record VCR in the order you wanted it. While that worked well for a lot of people, it was confusing to some (especially beginning students) and limited in your creative options.

Thank goodness for technological advances we now have the widespread use of Non Linear Editing (NLE) stations. The reason I am with the company that sells the Casablanca solutions is my direct experience in the classroom. The Casablanca editors really enabled all my students to succeed... they enabled me to focus on content and technique instead of IT issues. Casablanca editors enable a user to record their footage onto the hard drive and then edit the material pretty much anyway they want. The student can add transitions, effects, titles and mix audio! Think of it as word processing but with video instead of text.

The VCR serving as the Playback and Recorder would ideally be a stereo model, with separate inputs for left and right audio signals. This would mesh perfectly with the Casablanca line of video editors as they all have stereo audio in and out. I would also recommend a model that has a real time display rather than a random counter number for ease in finding specific footage on videotapes and for logging video footage.

Copyright Law and Student Video Production

The following information is highlights of an online document titled [FAIR USE GUIDELINES FOR EDUCATIONAL MULTIMEDIA](http://www.musiclibraryassoc.org/Copyright/guidemed.htm) which can be found at <http://www.musiclibraryassoc.org/Copyright/guidemed.htm>

1.3 Applicability of These Guidelines

The copyrighted works used under these guidelines are lawfully acquired if obtained by the institution or individual through lawful means such as purchase, gift or license agreement but not pirated copies.

Educational multimedia projects which incorporate portions of copyrighted works under these guidelines may be used only for educational purposes in systematic learning activities including use in connection with non-commercial curriculum-based learning and teaching activities by educators to students enrolled in courses at nonprofit educational.

Educators may perform and display their own educational multimedia projects created under Section 2 for curriculum-based instruction to students in the following situations:

4.1 Time Limitations

Educators may use their educational multimedia projects created for educational purposes under Section 2 of these guidelines for teaching courses, for a period of up to two years after the first instructional use with a class

4.2.1 Motion Media

1. Up to 10% or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of an educational multimedia project...

4.2.2 Text Material

Up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of an educational multimedia project...

4.2.3 Music, Lyrics, and Music Video

Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work...

4.2.4 Illustrations and Photographs

Under these guidelines a photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project...

5.1 PERMISSION IS REQUIRED when Using Multimedia Projects for Non-Educational or Commercial Purposes

2. Educators and students must seek individual permissions (licenses) before using copyrighted works in educational multimedia projects for commercial reproduction and distribution.

6.2 Attribution and Acknowledgement

Educators and students are reminded to credit the sources and display the copyright notice © and copyright ownership information if this is shown in the original source, for all works incorporated as part of educational multimedia projects prepared by educators and students, including those prepared under fair use

Building Visual Literacy

To successfully produce meaningful media, a student should be a disciple of visual literacy. Encourage your students to start thinking visually, to realize that images carry and convey meaning, that video is not just radio with pictures. If you can get your students to understand the old adage “A picture is worth a thousand words” you will have succeeded in the area of visual literacy.

A key component of visual literacy especially with younger learners is the sense of sequence, that media has a beginning, middle and end. Students should also have the understanding that the message coming through a TV is crafted to convey a message or to elicit an emotion or action. Very little happens on TV that wasn't designed (you could argue that an exception is the reality based programs, but those are edited too).

Here are some suggested activities to help foster a sense of visual literacy:

1. Introduce students to image study by challenging common-sense assumptions about the way photographs reproduce reality. Using their investigative and observational skills, encourage students to question how pictures provide meaning in newspapers, family albums, and magazines.
2. Encourage students to bring in a photo from a recent newspaper or magazine and share what the picture is illustrating. Ask them to imagine what other subjects were present that may not have been photographed.
3. One activity to develop visual literacy is to view and critique work of famous photographers and/or photos from magazines like National Geographic, Life. Ask students which photos or artists they like best. Why do they appreciate that piece of work or why do you like their work more than other photographers?
4. This might be an ideal opportunity to introduce some of the master painters to your students. Show them paintings by Picasso, Monet and Rembrandt. For example, show Van Goghs' Starry Night. Ask your students to imagine what the day was like when it was painted. What kind of mood was the painter in, where was he when he painted this?
5. Record and playback a story from a TV news program with the TV volume turned off (muted). Ask students to write down what was happening in the story. Then ask volunteers to share. Ideally the story is not from a recent day the students will recognize, as the goal is to discern meaning from pictures or visual cues.

Video Project Idea Starters

Administration/Guidance

- New student orientation
- ESL student orientation (could be same video as above with second language audio track)
- Club/Extra-curricular opportunities and recruitment
- Tutorial videos on: library use, technology use (Internet), student support (counseling..)
- Open House video promo video
- Local scholarship info
- Financial Aid Assistance/Procedures
- PTA/Booster Club member drive/promotion
- Instructor self-evaluation or mentor/peer-evaluation & coaching
- Orientation video for employees:
- Classified & Certificated, Substitute teachers, Transportation services
- Orientation video for student bus riders (rules, consequences...)
- Video promoting cause for fund raising: substantiating need for program improvement, equipment and/or facility upgrade (possibly include student interviews)
- Documentary of recent activity/field trip/student projects for Open House, School Board or Service Club meeting
- Parent Update (monthly/quarterly) accessible at school office, public library or Cable TV Community Access channel.

Every Discipline

- Video portfolio (student introduces her/himself, displays & explains project, process...)
- Orientation video for lab assistants, teacher aides
- Recording of student projects and oral reports for later/additional review & evaluation
- Convert field trip photos to videotape with student narration describing their experience
- School wide or graduating class memory album (video yearbook)
- Video recording of commencement ceremonies

Science

- Video recording of instructor or accelerated student performing lab (for initial instruction, absent or special needs students...)
- Students select and perform a lab with narration describing process (present to class like an oral report)
- Record plant/animal diversity in a given area
- Use video microscope attachment to project specimen(s) for more effective student viewing
- Use video microscope attachment to record lab with narration/edited highlights
- Students edit a montage of scenes from a one film or several films (on video) and compare/contrast how the writer/director treated a scientific subject (biomedical ethics, environmental issues...)
- Videotape weather at a specific time and compare and contrast with footage from other locations and/or from a teacher developed "weather library" that students put together, from either their own recordings or from movie footage (accumulates each year)

Video Project Idea Starters

Science (continued)

- Students create and produce a game show video to present/review major curricular concepts
- "A Day in the Life of ____ " A video tracing activities of local scientist (maybe graduate) in science related career
- Video research report on the life and works of a noted scientist

Language Arts

- Video recording of student sketch (drawing) of a character from a written work with narration of student explaining personality...
- Video recording of student sketch (drawing) of a scene from a written work with narration of student explaining or describing the setting...
- Recording of students reading children's stories (written by themselves or other authors) which are then shared with local elementary schools, circulated in the public library and/or at a Children's Hospital
- Recording of student speech for self, teacher or peer evaluation
- Recording of student speeches over period of time for progressive evaluation
- Students write and produce short contemporary version of classic literature
- Students edit several key scenes from a film (on videotape) and compare/contrast to the original written work (novel, short story, poem)
- Students edit a montage of scenes from a single film (on video) and critique it's story line, character development...
- Students edit a montage of scenes from a several films (on video) and compare/contrast how an author treated the same subject (racism / To Kill A Mockingbird)
- Video research report on the life and works of a noted author

Fine and Performing Arts

- Video recordings of instructor or student demonstrations & presentation (for reinforcement, absent or special needs students...)
- Video display of student projects: show project with student explanation
- Video field trips to local galleries, studios...
- "A Day in the Life of ____ " A video tracing activities of local artist (maybe graduate) in arts related career
- Video recording of student art show, highlighting works honored by judges.
- Student recording of art in the community with narration regarding it's creation
- Instructor tutorials for beginning musical instrument classes/beginning art techniques
- Video reports for music appreciation assignment (Life of composer/artist or time period)
- Recording of drama rehearsal for evaluation by cast and crew
- Recording of concert rehearsal for evaluation by band/choir
- Edited highlights of drama performance (include tech crew and make-up/wardrobe preparation)

Video Project Idea Starters

Fine and Performing Arts (continued)

- Recording of individual performance (dramatic or music) for teacher/peer evaluation (and possible portfolio/college/scholarship submission)

Career - Vocational Education

- Machine/Equipment Safety video (general shop safety or for specific machines)
- Technical Lab orientation video (particularly helpful for special needs students or late add students)
- Video recording of instructor (or student) demonstrations and presentations for absent students.
- Video display of previous student projects (project overview with student explanation/voice-over)
- Video field trips (to local/regional plant, job-sites,...)
- "A Day in the Life of ____" A video tracing activities of local professional (graduate?) in technical field
- Marketing/Advertising component of student projects
- Video /oral reports and presentations
- Employability training: videotape mock job interviews for student review and self-evaluation

Mathematics

- Video highlights of math-a-thon (exploratory, applied-math team contest)
- Interview(s) with community member(s) as they demonstrate their daily application of mathematics on the job.
- Video research report on the life and works of a noted mathematician.

Social Sciences

- Research and videotape local historical site, creating a mini-documentary
- Using school yearbooks and other reference materials, students develop a time capsule of their school during a specific year or decade
- Using elder community members students record a living history presentation of a specific time period and/or place
- Using elder community members or grandparents, students record a living history presentation on that person
- Video research report on a politician or other public person
- Video research report on the life and works of a noted social scientist
- Research and recreate a specific time period with dialog, costumes and props
- Research and recreate a specific time period via a skit spoofing a popular TV show
- Research and recreate a specific time period using a TV newscast format
- Research and highlight a historical figure via a TV newscast or "This is your life" format.
- Student groups create and produce a video using a game show format to present major concepts from a time period or historical event/issue.

Video Project Idea Starters

Social Sciences (continued)

- Research and recreate a Day in the Life of a major historical figure
- Research and recreate a major historical event from the perspective of a contributing figure
- Research and present major historical event/issue which in contrast to the common or accepted slant in popular society/books (Native American opinions on Columbus, or of Westward Expansion,...)

Physical Education

- Recording of individual athletic performance for teacher/peer evaluation (and possible portfolio/college/scholarship submission)
- Video recordings of instructor or student demonstrations & presentation (for reinforcement, absent or special needs students...)
- Video display of student projects: show project with student explanation
- "A Day in the Life of ____ " A video tracing activities of local person (maybe graduate) in fitness/sports related career
- Instructor tutorials for beginning classes (skills/techniques)
- Video reports for fitness/sport or health research assignment
- Video field trips (to sports medicine clinic, university athletic training rooms...)
- Video recording of individual student athlete performance in HSS (high speed shutter) for review with coach and self- analysis.
- Video recording of team athletic performance for review with coach and self- analysis (ideal to keep camera on wide shot, best if from a higher camera in a press box...)
- Sporting Event Documentation (recordings of each home and/or away game)
- Edited highlights of a team's season performance (ideal for presentation at sports award banquet)

(*Above highlights video could also be sold as fundraiser)

How to Video Project Project Primer

Objective is to produce a video that will instruct your target audience in the successful steps to doing something.

The task should be something hands-on that you can videotape relatively easily and has 5-10 instructional steps. Think of the visual nature of your project.

Each project shall follow this structure:

Introduction

Video black

Title /title sequence

Establish relevance to your audience

Materials necessary

Cautions/safety warning(s)

Body

Demonstration of the specific instructional steps

Conclusion

Review of main instructional steps

Payoff (talent receiving benefit(s))

Credits for both cast and crew

Video black

Overall group grade will be based on the evaluators score rating your group's success. This includes

- 1) Instructional success (did the video really succeed in teaching your audience?)
- 2) Overall impact (how well did all the pieces come together to make an impact on your audience?)

* Remember that inclusion of any of the following will reduce your score by 1 full grade:
foul language = spoken by narrator, any character or in any soundtrack or video clip
gratuitous violence = fighting included in a plot with little or no *solid* plot development
racism, sexism... ridiculing a person because of who they are
substance use/abuse = any portrayal or inference to drugs including alcohol and tobacco

The specific tasks for each position are listed on the team member duty sheet.

PSA Video Project
Project Primer

The goal of your team is to plan and produce a video program that serves as a Public Service Announcement - PSA. This completed video shall run 58-60 seconds for maximum possible credit. The PSA must have a sponsoring or focus agency with either a web address or telephone number indicated in the body of your PSA.

The PSA topic must then be a 'real' PSA whose goal is to cause your audience to think and/or feel about a healthy life choice. To get an idea of possible agencies, check the blue pages in the front of the telephone directory under Community Services.

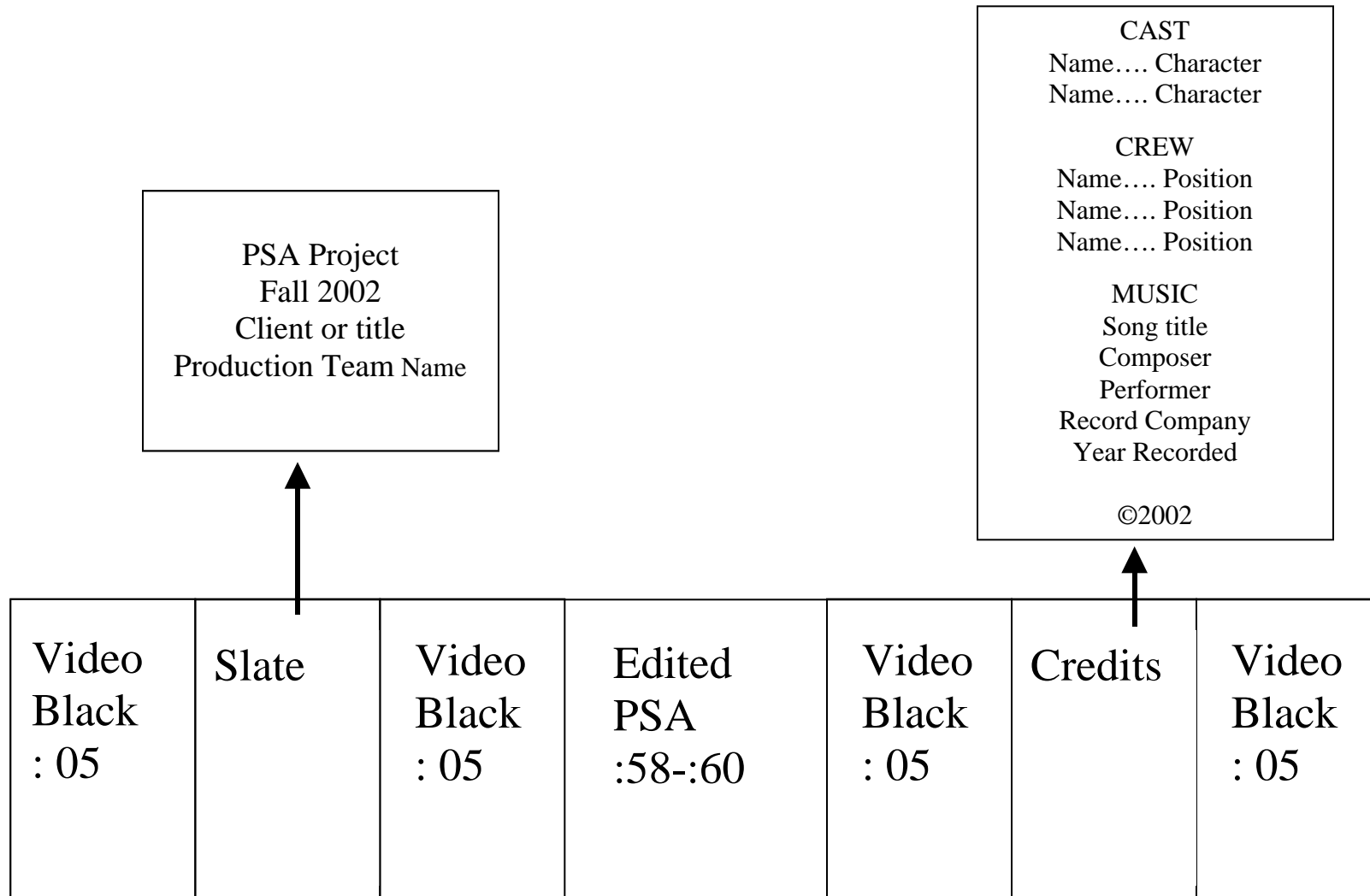
On (date) each member of your team will be responsible for completing a Project Outline Worksheet that will ask PSA agency, topic and which format(s) and appeal(s) you are choosing to utilize in your project.

Other criteria:

Potential 'A' project includes LESS THAN 10% file footage (including multi-media stock files).

Video Project Layout

I found that posting this in a large format (poster size) at the front of the classroom during the entire production of a student video project helped the students immensely to identify the correct order of the components of the final project.



Why Produce a School Newscast?

This kind of project is appealing to schools for a number of reasons. One is that there is often much information to convey to the school community. This is especially true in the upper grades, where high school students have many career and scholarship activities, campus clubs, and athletic events to be aware of. The school newscast can be a perfect vehicle for sharing this information with the students and staff.

It is also a great vehicle for improving campus climate. It can help serve as a unifying force on a campus, to bring students and staff together - to not only be aware of the great things happening on campus, but to also help put a real human face on the people we see each day on our campus.

It is, of course, also a great way to engage students in a relevant use of technology tools. Through the process of research, production, editing and then broadcasting - students experience and practice skills that will likely prove beneficial to them no matter which career they choose.

And you do NOT need to have a \$20-thousand video studio to do this. Lots of schools are getting started on a modest budget. The Casablanca Avio/Kron/Prestige are perfect tools for the student produced school newscast.

School Newscast Format

Here is a suggested structure for a school newscast:

- **Opening:** This can be simply a title with music or as elaborate as short videos showing the campus or themes.
- **Patriotic Observance:** The Pledge of Allegiance. You could add to that or in place of that by presenting a significant American person or event.
- **Campus Calendar:** This is the main reason schools employ such a project - it gets across important info! While reading the announcements, display summary text and play instrumental music.
- **Feature:** Here's where students seem to have the most fun and pour their talents. It can be a mini-movie or an installment of documentary videos.
- **Close/Credits:** This is where students get to claim their fame.

Suggestions for producing a video yearbook

I get asked a lot for tips on producing a video yearbook. If you have a video production class then you are already have a production team... if your students produce a campus newscast you likely have a lot of content for your video yearbook.

One of the most popular formats for a video yearbook is the chronological layout, where the video highlights the school year from the first month of school through graduation ceremonies.

I would rather see a video yearbook that is well put together and forty-five minutes long, than a rambling collection of footage that goes on for two hours. How would I define well put together? Making sure all team sports receive coverage with major student activities as well. And to really capture the events, to bring the emotion to the TV screen, students need to include plenty of close-ups!

These really help define a more professional looking piece – those cut-away shots that set apart a really sharp video memory album. To make this happen, your staff will need to videotape the major school events with this in mind. For example, if one of your students regularly videotapes football games for the coach, you will also need to send another camera crew to at least one game to get these close-up shots. These might be the taping of the players, the shots along the sidelines, a view from the field along the line of scrimmage, the fans in the bleachers, etc.

Two other segments that really help bring a video yearbook to life are Fads and Faces. Fads is a collection of video clips that shows the clothes, the hairstyles, the looks that define what is hip! Again, close-ups play a major role here with clips of earrings, shoes, hair cuts, unique clothes and accessories (buttons, stickers on binders)

'Faces' is a collection or rather several collections sprinkled throughout the video yearbook that serves to capture the smiling faces of your student body. This adds tremendous personality to your video yearbook and works to really make it reflective of your own school. To clarify Faces, it really should be a montage of candid, informal clips rather than video portraiture... with single shots, a small group shots of students in activities classes, in the quad at lunch, walking in the hall, etc.

Chet Davis
Director, Education Division
MacroSystem US

Video Yearbook Layout

Here is a template that can be used for producing a school video yearbook. You can, of course, substitute the topics/features for any particular piece. The obvious layout here is a chronological one and set-up for a high school video yearbook.

The layout could also be modified for a middle school quite easily:

1	Opening	12	Faces
2	Faces (a montage of students, as single or a group)	13	Campus News Highlights of campus events/news that will stand out over time
3	Homecoming Queens	14	Time Capsule (News Events) Excerpts from/of news events that marked the year
4	Spirit Week	15	Entertainment Time Capsule
4a	Dress Up Days & Games	15a	Movies - montage of posters/clips
4b	Parade, Floats	15b	TV - montage of tv shows
4c	Spirit Rally /ClassSkits	15c	Music - montage of music videos
5	Fall Sports	16	Spring Sports
5a	Football	16a	Softball
5b	Girls Tennis	16b	Track & Field
5c	Cross Country	16c	Baseball
5d	Volleyball	16d	Golf
5e	Girls Soccer	16e	Swimming
5f	Boys Soccer	17	Spring Music Department Concert
6	A peek inside the classroom	18	Faces
7	Rally highlights	19	Spring Drama Production
7a	spirit yell	20	Student Body Convention/Elections
7b	Cheerleader routine	21	Senior Remembrances (MOS)
7c	Special Rally or Assembly	22	Senior Picnic/Activity
8	Faces	23	Graduation
9	Winter Sports	23a	Grad. announcement
9a	Boys Basketball	23b	assembling in gym
9b	Wrestling	23c	highlights from ceremony
9c	Girls Basketball	24	Project Graduation Party
10	Fall Music Department Concert	25	Close / Credits
11	Fall Drama Production		

Student Video Projects: An Overview

Video production has been called a five-part process:

plan, plan, plan, tape and edit.

Although this is a bit over-simplified, it does put emphasis on the most important step where the video project is laid out or planned. It is this step where the script is written and the plans are made. This is the step students often wish to spend the least amount of time, but the step where the teacher should work hard to make sure students are well prepared for the rest of the project.

Production is where you use a camera or camcorder to capture the visuals and sounds for your project.

And Post-Production is the step where you edit together your visuals and sound, add transitions and effects, add titles and mix your sounds to a finished presentation.

In educational video I would also add a step called evaluation: where the class views the finished product to insure quality and communication success. It is most important that the student production group takes the opportunity to view their work critically to make sure it meets the communication objective, that it has achieved it's purpose.

Pre-Production Phase

This is that very important phase of the project where research is completed, plans are made and the script is written. When pre-production is carried out well, the project becomes an opportunity for authentic learning, not fun technology-toy time.

Here are some important tips for guiding students through this phase:

Selecting A Topic - Assist students to select a project that is achievable given time & equipment limitations. AND a topic that meets the communication objective -what is being communicated?

Researching Your Topic - A video project is a great 'hook' to entice students to seek and utilize research tools whether they're printed resources and other information technologies.

Writing an Outline (Synopsis) - An outline should simply demonstrate that an idea has been selected and formalized: there should be an identified beginning, middle and ending.

Depending on your intent, you could ask students to supply character sketches (describing personalities...).

Writing the Script - The teacher should decide which script format will be expected - either Storyboard or Video Style Script... the next three pages are sample scripts. I recommend the storyboard as it encourages students to think visually.

Script Writing Tips

Remind the students they're working with a VISUAL medium. Let the pictures tell the story, don't cram the script with text.

Keep in mind the communication objective: it is to entertain, to teach, to...

Keep it simple... some of the best films, TV shows and commercials are based on wonderfully creative but simple ideas!

Have another person read the draft script and suggest feedback.

Production Phase

This is when students will use a camcorder to record the visuals and sounds for the project, using their project script. If you're using a Casablanca Avio video editor, you may use any camcorder that your school already owns to record the material.

I would encourage students to keep the camera-work simple - by paying attention to the following tips they can produce good quality that will work well for their project. Do not worry about including camera effects and lots of expensive accessories.

Composition & Framing

The students should know they are not just TAKING pictures, they are MAKING pictures, and they are making deliberate choices as to what the audience will see.

Composition is this process where you purposefully create each scene with a visual message for the viewer. This includes the details you decide to include and the relationship of the details to one another. In brief, ask the students what they are 'presenting' to the viewer. Does it contribute to the message? This is where some visual literacy exercises might come in well - see page 22 for ideas.

Camera Tips

Run a test recording each day - especially before an important interview. Record 30 seconds of something in the classroom, then play it back and check the quality of the visual and make sure you have recorded sound (audio).

Practice pre-roll and post-roll. Start the camera recording 5-seconds before and keep in recording 5-seconds after each scene or interview. This insures you get what you want.

Keep the camera steady - use a tripod (you can read more about tripods on page 19).

Keep the image sharply focused. Auto focus works very well on modern cameras.

Watch your lighting conditions. You don't usually need to add lighting, but make sure there are no high contrast areas in your scene. Open doors or windows behind a character can give the video a very poor appearance. Either move the camera, move the person, or close the blinds to get a better scene.

Use an external microphone. Use either a hand-held or tie-clip microphone for interviews. The secret of good audio is to get the microphone close to the source.

Camera Movement

Camera movement by new videographers can become distracting. For their first student projects I would discourage the camera movement. If students wish to add camera movement, they should have a reason - motivation for using movement. And if they wish to use camera movement, have them also record the scene with no movement so they have a 'safe' scene to choose during the editing phase.

Lighting for Video

Today's consumer video cameras produce a pretty clean picture in remarkable low lighting. With broadcast quality cameras there is still a need for a lot of light to produce the high quality images we see in TV programs (except for the 'you are there' COPS shows where existing light adds to the feel of the program).

There are some basic tips that can improve the look of a video and they have to do less with adding light than carefully using the existing illumination:

- * Avoid shooting into an open door or window. The camera's auto-iris sets itself according to the brightest portion of a scene. If a bright light (sunlight peeking in through window or door, indoor fixture) is included in your frame you will notice that any object that is not as bright as that light will appear in silhouette (good effect IF you want it). If this occurs, move your camera or your subject so that there is no longer the bright light source in the frame.
- * Position your talent in the same source of illumination. If one person is in direct sunlight and the other is in the shade, you will end-up with one well-lit subject and one in silhouette. If you want to shoot in the shade, that's OK as long as all your subject(s) is in the shade.
- * Try to keep your subject out of the shadows. Some rooms have good light in one end and insufficient light in the corners or at the other end of the room. If it is unavoidable, you may want to augment the existing light with one of the light sources covered in the following pages.

Audio for Video - Adding Narration, Music and Sound Effects

A well-done video project can be enhanced immensely by the addition of these elements. If your story has the talent speaking on camera, then narration is not necessary and you might consider only the addition of music for an opening (over a title screen) and especially over any 'dead' spots where the characters do not speak.

For example, music really heightens action sequences. If the video is a collection of images without an on-screen talent, you may want to strongly consider uniting the images with a narrative.

With an NLE such as the Casablanca Avio, an audio station can be as simple as a camcorder plugged into your Avio to use its built-in microphone. If you are going to add music also, you will need a CD or audio cassette deck. You may use an audio mixer, but it is usually not required.

Narration - remember to let the pictures tell the story... fill in with important details. It's OK NOT to have a running narrative IF there's natural sound (the sound recorded with the original video footage) that's interesting or if you have background music. Keep the pace of the narration consistent with the pace of the video. You can have dual narrators or even several voices as an audio montage if it fits the intent of the project.

Music - the addition of this element has transformed many an otherwise bland video. Music should be appropriate to the project, in both tempo and lyrics. If you are expecting your viewers to listen to dialog from talent or to narration - your background music should be instrumental. If you select a song with lyrics and have a narrator - you give the viewer the need to choose between the sources and possibly miss your communication objective. The most incredible product for soundtrack (music) creation is SmartSound by Sonic Desktop Software (www.sonicdesktop.com). This software works on a PC or Macintosh computer using a CD-ROM and allows the user to create customized, legal background music! There are also several companies that provide cassettes and CDs with background music for video producers.

Sound Effects can be 'home-made' or from a prerecorded album, CD or cassette. There are several companies that provide cassettes and CDs with sfx for video producers. You will find these companies offering their wares in the back of magazines like Videomaker or you can even purchase some CDs or cassettes similar to these in the 'Soundtrack' sections of some music retailers. . SmartSound also provides some sound effects.

Post Production Phase

This is the phase where students edit together the visuals and sound, add transitions and effects, add titles and mix audio (sound) into a finished presentation.

To make the process go smoothly, here is a strong suggestion:

Have students log their video footage. This is where they sit down, view the recordings and make notes on the length and quality of their footage. A video logging station can be as simple as a VCR and - it can even be a camcorder with or without a TV, although a group of students will find it difficult to all look into one tiny viewfinder.

Next have the students make a 'paper edit'. This is where they take the script and determine which footage (video scenes) best fits the project. You can even add up your times and get a rough idea of how long the finished project will be.

By executing these first 2 steps, your students are sure to be ready when they access the editing station. This will insure an editing station is not being wasted or unused to it's potential!

NLE Editing

Non-Linear Editing is the process where the video and audio is imported into a unit, like the Casablanca Avio, and then the editing process is done within the editor. This goes a long way to insure ALL students can be successful communicators using video. The technology or the process no longer has to become a stumbling block for students.

When using a Non Linear Editor - NLE, here are the steps you will execute:

Import (record) video with sound into the unit

Trim (edit) the scenes to the proper length and content

Add them to the storyboard in the Edit menu

Add transitions and effects if you choose

Add titles and credits

Record audio (narration and music), then mix audio to a perfect blend

Export the project onto videotape, or simply watch on a TV monitor

Editing Aesthetics

The editor needs not only a skilled hand but also a keen mind, as she is responsible for keeping the story or message of the video/film intact. All the time and energy in the world can go into the pre-production and production stages and if you're post-production phase is not successful; your video is not what it might have been.

Some editing tips:

Each scene conventionally begins with an establishing shot - a shot that tells the viewer where 'we' are and if important; what the weather's like, who is there, what has preceded this scene...

The editor should be very familiar with the script so there is a definite continuity to the project. And to make sure the communication objective is being delivered through the edited project.

The editor should watch transitions between shots to avoid any cut that would appear abrupt. One such problem to avoid is the 'jump cut'. This is the cutting from shots where people/things appear to jump around. Albert Einstein would love it if you could break the time/space continuum, but since no one has been successful yet, this should be avoided. Placing what is called a cutaway shot can cover it. This is a close-up of something/someone in the scene that acts as a buffer.

Pacing is also important. In today's TV commercials the average shot lasts about 3 seconds. That's fast... today's audiences expect the pace not to drag. What excited yesteryear's audiences is commonplace today. It is important to maintain an appropriate pace to keep the audiences attention.

Titling Tips

A common mistake by novice producers is to create the text/graphics all the way near the edge of the frame. Remember that with TV/video you should leave an imaginary border around the edge of the frame. Put your graphics into the 'essential area'.

A video screen is no the place to display significant amount of text. Keep it abbreviated, highlighting the important information.

As a rule of thumb, text should be kept on screen so you can read through it 3 times fast. This gives the slow readers enough time to digest the material, but is still quick enough not to bore fast readers.

It is generally advised to avoid using the color red in text. This is especially true of consumer video formats (VHS, 8mm) as red tends to 'bleed' or run together and words in red will be difficult to read. High contrast colors between your background and your text is generally recommended.

Use a print style or font that is clean and simple... the elaborate styles will become difficult to read, especially with generational signal loss. So avoid heavy serif-ed fonts and elaborate fonts like Old English or Germanic fonts.

Online Resources

Classroom Issues & Resources

Macrosystem US website - information on products and services from THE Digital Video Company <http://www.casablanca.tv>

Casablanca Education List Serve - An on-line interactive list serve of Casablanca using educators. Respond or simply read the responses to questions and issues surrounding the use of video in the classroom. Sign-up by sending a blank email message with 'subscribe' in the subject field to casaedu-list@draco.com.

Guide to Copyright ... Guidelines/Multimedia - Several pages that explain clearly the interpretation of copyright law as it pertains to use in educational multimedia. <http://www.musiclibraryassoc.org/Copyright/guidemed.htm>

Vidicomp's glossary of video terms - a web based glossary of vocabulary terms used in video and television production. <http://www.vidicomp.com/glossar1.htm>

Video Tutorials & Instruction

Casablanca in the Classroom - Providing news and information to the video-using educator. <http://www.casablanca.tv>

Video Guide - A project of a California District with the goal of providing Project Based Learning through Multi Media projects. <http://pblmm.k12.ca.us/TechHelp/VideoHelp/VideoGuide.html>

Admit One.org - a project of the Artists Rights Foundation to teach young people film making <http://www.admitone.org>

On line articles that span the TV and video production process written by Dr. Peter Utz, author of TODAY'S VIDEO. <http://videoexpert.home.att.net>

Ron Dexter.com - film and video tips from a professional who has spent 40 years in the business (Intermediate user information) <http://www.rondexter.com>

Television Production: A Cybertext - a Comprehensive On-line Cyber-text in Studio and Field TV Production including course readings and quizzes. http://www.cybercollege.com/tvp_ind.htm

Online Resources

Media Literacy

Media Literacy.Org - a clearinghouse of media literacy resources, products and research
<http://www.medialiteracy.org>

Media Literacy Clearinghouse - a web page designed for K-12 educators who want to learn more about media literacy and how to integrate it into classroom instruction
<http://www.med.sc.edu:1081/>

Media History - the continuing effort of numerous media historians and scholars working worldwide to chronicle the history of media. . . from petroglyphs to pixels.
<http://www.mediahistory.umn.edu/index2.html>

Student / Educator Organizations

SkillsUSA- VICA - National Student organization spanning high school through community college (has TV/Video Production Contest) <http://www.skillausa.org>

Journalism Education Association - an organization dedicated to scholastic journalism and media education. <http://www.jea.org>

Directory of National and Regional press/media student and educator associations.
<http://www.jea.org/resources/proorgz/natregasso.html>

Partners, Friends, Etc.

Make A Movie.Net - The web home of Billy Fields, author, guest speaker and trainer --- creator of the Make a Movie book and training program, facilitator of the Hero Next Door project. Charismatic supporter of Casablanca for youth video projects and all around nice guy. <http://www.makeamovie.net>

School TV.Com - A pair of Media Educators in Florida well known for their effective use of media/technology in schools. They have written several books and do many workshops (and they love their Avio!) <http://www.schooltv.com>

Grants, Funding for Educational Technology

SchoolGrants was created as a way to share grant information with PreK-12 educators.
<http://www.schoolgrants.org/welcome.htm>

Other Resources

Textbooks, Reference Books

Advertising in the Broadcast and Cable Media

Elizabeth J. Heighton / Don R. Cunningham

The Director in the Classroom: How Filmmaking Inspires Learning

Nikos Theodosakis

Tech4Learning Publishing San Diego, California 2001

ISBN 1-930870-11-6

Media Literacy - Resource Guide

Queen's Printer for Ontario Ontario, Canada 1989

ISBN 0-7729-5090-3

Media Matters: Critical Thinking in the Information Age

South-Western Educational Publishing Cincinnati, Ohio 2000

ISBN 0-538068776-2

Television Production Thomas Burrows/Donald Wood

Wm. C. Brown Publishers, College Division Dubuque, Iowa 1986

ISBN 0-697-04366-5

Today's Video

Peter Utz

Periodicals

- Videomaker
- Government Video

SmartSound in the Classroom

Some educators use what is called buy out music collections, a series of CDs with a variety of music. Many others are discovering a very cool solution called SmartSound.

SmartSound is a collection of music clips BUT the big difference is the SmartSound interface. Students use the SmartSound Maestro to select the application of the music, for example Background or Driving Tempo. Then they are guided through a short series of choices - including the desired length. Yes, SmartSound allows the user to select the length of the music piece you are looking for so you create a customized sound track!

This is an important distinction... while using a traditional CD of music, the student would have to fade out or just abruptly cut off when they have a piece of music long enough. But the SmartsSound Maestro gives the user a clip of music that ends perfectly at the desired time - music that was essentially made for that video!

There is even the option, if you choose, to use the drag and drop music-editing menu. With a click and drag interface you can mix Calypso with Bayou Bash. The benefit here, besides just being fun, is that you can place a crescendo or have a drum beat at just the right moment in your video.

The three things I really like about SmartSound in the classroom are

- I. Students are involved in creating their sound track, not just selecting a track off a CD.
- II. Second it totally clears me of the copyright and profane lyrics issue.
- III. And in terms of classroom management – it allows me to provide another production station for students, a music creation station. So one or more groups can be using SmartSound to create their sound track while other student teams are editing on the Avio. Very Cool!

You can use SmartSound with the Casablanca Avio or Kron by running a cable from the audio output of your computer to the audio inputs of your Kron or Avio.

Montage Project

The goal is to build the importance of content in the mind of students, while also building some visual literacy, experience video camera operation and group/team skills as well.

This project can be completed in one or two class periods - but can also be extended for several periods if the project is used to introduce editing skills.

Preparation: Make available a variety of large still pictures; picture calendar images, photographic magazines (National Geographic, Etc.). There should be a camcorder stations (power supply, camcorder mounted on tripod, videocassette) available.

1. Students select one image for each person on their team.
2. In their team, share about their picture
3. Arrange their pictures in their group to fashion a sequence - point out there is not only one correct sequence, but to try out a couple of different possibilities, settling on one they all can agree on.
4. Ask the students to storyboard their sequence (one storyboard for each person) -- can be for homework.
5. Lead a camcorder orientation - cover power switch, zoom functions and record start/stop button. Indicate the students should record their own image for some eight-seconds.
6. Student teams take turns using the camcorder station/s to record their images - each person operates the camcorder to record their image.
7. When completed, the teams play back their production. You may choose to ask the students to narrate their project.

An extension is to use this project media later in the course to import the clips into your Casablanca editor then have the students learn and practice transitions, titles and audio mixing.

This project can also be a keen application to use in social studies, science, etc. The pictures can be related to an instructional unit and the project can be a culmination of their learning.

Script Exercise

Goal: to practiced using creative camera angles and practice storyboarding

Assignment: the student is to create a story and illustrate the camera shots that could be used to richly tell the story.

1. Use the viewpoint of a small child of pet in an everyday situation (for example: feeding time for a cat, the supermarket from the perspective of a 2-year old child).
2. Start with two blank storyboard sheets and draw diagrams for a minimum of seven scenes that illustrate the camera shots you select. Coloring is optional - extra credit. Title screens are not considered one of the seven scenes.
3. Briefly describe the scene in the 'notes' column on the storyboard sheets. Each scene should have a brief description indicating the type of camera shot and the subject.

For this assignment, you are not required to complete the audio column.

NOTE: Stick figures are ok for this assignment. I am not looking for great artwork, rather your ideas.

Video Camera Scavenger Hunt

This activity is geared to guide students in the practice of basic camera operations and aesthetics. It is important that some basic camera instruction has taken place prior to this activity. Concepts that should be covered:

Camera safety,

Simple set-up: including tripod set-up, camera power options, turning on the camera, using zoom and focus, clearing date/time display/

The importance of pre-roll and post-roll.

Assign a camcorder, tripod and field tape to each team.

Provide the students with a video scavenger hunt sheet (see sample below)

Direct the student team to complete their scavenger hunt by the end of the period, or if on extended block scheduling - assign 1/2 period for completion of task.

When student team returns they should remove field tape, safely put away camcorder & tripod, rewind and check their footage. Then call over instructor to check footage with video scavenger sheet available for teacher sign-off (see sample below). If videography is satisfactory, instructor checks off entire shot list - if is needed; student team makes arrangements to re-tape that scene.

(the type of things I look for before teacher approval, my initials are stable, in focus footage that addresses the type of shot... is it really a close-up?)

SAMPLE - Video Scavenger Hunt Sheet

After your teachers' instruction, record 08-10 seconds of the following visuals. Remember to use safe, creative camera skills and techniques... and use a tripod!

- | | Teacher |
|---|-----------------|
| <u>Scene/visual</u> | <u>Approval</u> |
| 1. WS of grassy place named after Mr. Karlson, former Analy athlete | _____ |
| 2. MS of building that houses the Home Ec. classroom | _____ |
| 3. CU of person who will become a success in life | _____ |
| 4. CU of locker dial (locker # is same # of a Boeing jet aircraft) | _____ |
| 5. Macro shot of living thing that inhabits the Analy campus | _____ |

(NOTES FOR OTHER EDUCATORS: Analy HS was my former school, Karlson field was the name of Analy football field, person who will become success enabled them to tape a head-shot of a student or staff member on campus (an important shot for news stories) living thing mostly was bug or flower on campus)

Camera Proficiency

___ (1) Wide Shot / Establishing Shot

___ (2) Head Shots

___ (1) Close-up

___ (1) Macro shot

Cleared by Instructor _____ Date _____

Video Editing Proficiency Sheet

___ Add the following clips onto your storyboard
 video black, (3) scenes with audio/video, video black

Video Black	Scene 'A'	Scene 'B'	Scene 'C'	Video Black
	Audio 'A'	Audio 'B'	Audio 'C'	

___ Insert new video clip over (in place of) scene 'B' that will run the entire length of 'B'

		INSERT New Scene 'B'		
	Audio 'A'	Audio 'B'	Audio 'C'	

___ Add background music to run under all existing scenes (A through C)

	Audio 'A'	Audio 'B'	Audio 'C'	
Background Music				

Cleared by Instructor _____ Date _____

Working with Talent

Talent should be informed of the nature of your production well in advance. Tell them what the purpose of your recording is, who will view the program, etc. Talent should read and sign a talent release form (see sample below) prior to the beginning of videotaping.

Do not expect Academy Award performances out of the average person - unless s/he is doing what comes naturally. Even then it is an art to appear comfortable and professional in front of a camera. The best performances from everyday folk occurs when you put them in a situation where they are doing something they normally do, and the camera is more or less capturing the daily activities. For example, if taping a library orientation video, use the librarian in a role where s/he assists a student in finding appropriate research materials.

Give talent a script or outline early enough to allow for his/her preparation.

Suggest to talent (before the day of the production) to look their best on video by:

- avoid wearing stark white or black clothing (pastels do look best on TV)
- avoid clothing patterns with tight horizontal lines or busy patterns.
- avoid wearing reflective jewelry.

Sample Talent Release

I hereby release all rights to the videotape (visual and sound recordings) of me made for the production of _____ .

I hereby hold and indemnify the _____ School District, it's employees, agents and students; it's employees and agents free from any claim I may have now or in the future related to said videotape recording.

I hereby authorize the editing, duplication, copyright and indefinite exhibition of said videotape without further contact or my consent.

I hereby waive any compensation for appearing in said recording.

I have read, understand and agree to the preceding arrangement(s), as indicated by my signature below.

_____ signature

_____ date