

Date: Feb 20, 2012
Activity
<p>Using a single video camera and video equipment, record then edit a sequence in two ways to explore an event “Caught on Camera”.</p> <p>Time needed: 10 classes</p>
Content – Desired Results
<p>Project Description</p> <p>Students will learn new skills or review and continue to develop their video shooting and editing skills from foundations learned in TGJ 20. Students who have not experienced this foundation will have all opportunities to learn these basic camera handling and video production techniques. Students will also learn basic editing techniques as they work in small groups to complete the activity.</p> <p>The activity challenges students to tell a story of a brief sequence of action caught on camera in two ways. The first is by shooting the video in one continuous take, from a higher vantage point, as if it was caught on video surveillance. The second is to film a detailed re-enactment of the sequence, bringing the viewer right into the scene, like a movie or TV drama does.</p> <p>The action sequence can be an act of sneakery or theft. For example, if a student rushing to class doesn't properly close her locker and a passing student happens to notice. He opens her locker, grabs her science textbook and runs off. Or a secret admirer places a rose on someone's lunch tray and pretends to be just as surprised to see it as the person it is intended for.</p>
Prior Learning or Knowledge
<p>Students should be familiar with Script formats and basic script writing using a Video and Audio column to create a script for a video production. Students should also be aware of Storyboard formats and their purpose. This unit offers some storyboard practice, related to standard Camera Shots.</p>

Overall Expectations:

A1. demonstrate an understanding of the core concepts, techniques, and skills required to produce a range of communications media products and services;

A2. demonstrate an understanding of different types of equipment and software and how they are used to perform a range of communications technology operations and tasks;

A4. demonstrate an understanding of and apply the interpersonal and communication skills necessary to work in a team environment.

B1. apply project management techniques to develop communications technology products effectively in a team environment;

B3. create productions that demonstrate competence in the application of creative and technical skills and incorporate current standards, processes, formats, and technologies.

D1. demonstrate an understanding of and apply safe work practices when performing communications technology tasks;

Specific Expectations:

A1.2 demonstrate an understanding of the concepts (*e.g., video and photography composition, appropriate audio levels, audio and video continuity, animation fluidity, balanced layout, basic lighting*) and creative techniques (*e.g., lighting,*

image manipulation and editing, composition and framing) required to produce effective media products or services;

A2.2 use application software and/or equipment competently to perform a variety of communications tasks (*e.g., inputting, manipulating, and outputting sounds and images; embedding and linking graphics in an interactive portable document; posting media on the Internet*).

A4.2 describe and apply concepts and techniques that facilitate effective collaboration in a team environment (*e.g., cooperative discussion, ...providing opportunities for all to participate, listening, respecting the ideas of others, constructive criticism*).

B1.2 use a variety of planning techniques and tools (*e.g., ...scripts, ...storyboards, ...*)

B3.2 use appropriate software applications (*e.g., computer graphics, photo editing, video editing*) to complete a variety of tasks associated with designing communications media;

D1.2 demonstrate an understanding of and apply safe work practices when performing communications technology tasks (*e.g., use of safe procedures for lighting set-up, cable management, computer operation, and ladder use*);

use of ergonomic equipment and practices).

Understandings:

Students will understand that/Students will know/Students will be able to...

- Operate a single video camera, performing industry standard camera movements and camera shots.
- Safely set up video recording equipment on location, including safe cable management and safe use of lighting instruments on location.
- Use computer software to edit a video production sequence in two ways. Once linear – all action in one shot, and once several shots recorded out of sequence and assembled to tell an engaging story.
- Collaborate and work in a team, listening to each other, encouraging each other and assisting each other to perform the many roles and tasks needed to complete a video production.

Product – Assessment Evidence

Performance Tasks:

- Storyboard Exercise (formative)
- Practice camera moves and camera shots in a small group (diagnostic)
- Write script and create storyboard (formative)
- Assignment checklist self-assessment (formative)
- Record video on location (formative)
- Camera quiz (summative)
- Edit skills checklist self-assessment (formative)
- Edit Terminology Quiz (summative)
- Assignment Rubric

Other Evidence:

- Observations (diagnostic) of students' collaborative behaviour as well as camera handling skills and editing skills.

Process – Learning Plan

Learning Activities:

Day 1

- Teacher uses power point presentation on Working in Teams. (15 minutes)
- Teacher distributes Handout for Camera Use Guidelines. Briefly read

through Handout and complete the Storyboard activity. Teacher can demonstrate by drawing on chalkboard, whiteboard or by creating a powerpoint with images for students to draw. Modelling the storyboard drawing techniques works best as students who are not as comfortable with drawing can observe how the teacher physically creates shapes to fill the frame. (30 minutes)

- Break the class into small groups and give each group a camera kit, demonstrating how to set up a tripod, base plate and electrical power to the camera. (30 minutes)
- Collect the storyboard assignment for assessing the students understanding of the concepts introduced.

Day 2

- Small groups should re-convene and set up single camera kit to practice the Camera moves and Camera shots. Everyone should have the opportunity to try all moves and shots. Teacher should circulate, giving advice where needed, but encouraging peer collaboration and assistance first. (45 minutes)
- Return all equipment and Distribute Assignment, Rubric, Self-Assessment Checklist.
- Give class time to brainstorm ideas. (30 minutes)

Day 3

- Students have this day to work in groups, writing scripts and creating storyboards.
- Teacher should circulate, giving advice where needed, but encouraging peer collaboration and assistance first. (70 minutes)

Day 4

- Teacher use “Safe Shooting Practices” powerpoint to introduce safe practices on location around the school.
- During this presentation/lesson, the teacher should re-address the Respect principles, Student Expectations and any Behaviour Consent, specifically pointing out elements relevant to shooting on location out the view of the teacher. For example, not disrupting other classes, not leaving school grounds, no moving vehicles, all interactions must be respectful of race, gender, etc. (30 min)
- Groups where the script and storyboard have been teacher approved will begin shooting on location. Other groups will complete their scripts and storyboards. (40 min)

Day 5

- Students have this day to shoot on location.
- Teacher should circulate, ensuring that each student has an opportunity

to record some of the shots needed in their group's production.

- The teacher may give advice where needed, but should encourage peer collaboration and assistance first. (70 minutes)

Day 6

- The teacher will distribute the Camera Moves Quiz. Students will complete the quiz, immediately taking it up, marking their own or their elbow partners. (15 minutes)
- The teacher will collect these for assessment of students' understanding of the concepts and may use this quiz for reporting or for formative assessment.
- The teacher will distribute the Handout for Editing Terminology and use a projector to display the note, giving time for students to fill in the blanks. (30 minutes)
- It is helpful to show a few pictures or screen grabs of the exact software that the students will be using. In this way the teacher can be accurately instructive on the terminology and how it looks in their specific classroom.
- The teacher will distribute the Edit Skills Checklist handout.
- The teacher should use the projector and the edit software to demonstrate the basic edit skills for the class. (30 minutes)

Day 7, 8, 9

- The teacher should review the Edit Skills Checklist and ask students to assess their own progress as they edit for the next 3 days.
- Students will work in their groups, taking turns to capture or import their appropriate shots into the computer for non-linear editing.
- Students will assemble their story with the surveillance footage at the front of the timeline and then edit the re-enactment.
- By the end of Day 9, all groups should have completed their productions and output them to DVDs or movie files which can be watched by the class.

Day 10

- The teacher will distribute the Edit Terminology Quiz. Students will complete the quiz, immediately taking it up, marking their own or their elbow partners. (15 minutes)
- Scening Day! Students have a chance to showcase their production for their peers on the big screen. They will watch each others work.
- After each production, the teacher should lead discussion as to what worked, what was engaging, and what could have been improved. The group members will have the opportunity to explain what problems they faced and how they solved them. Other members of the class may be

<p>able to offer alternative solutions to solve problems that occur in the production process. This sharing of constructive criticism is an important part of sharing creative work. (60 minutes)</p> <ul style="list-style-type: none"> • The teacher will use the rubrics to assess and report each student's achievement of the learning expectations.
<p>Accommodations for Student Success</p>
<ul style="list-style-type: none"> • Students with special needs may be given appropriate timelines for completion of this activity. Handouts may be • Teachers are expected to be acquainted with the student's Individual Education Plan and unique learning characteristics and should make the necessary accommodations. • Students with special needs may be given appropriate timelines for completion of this activity. Handouts of notes or PowerPoint presentations may be distributed with text intact for some students who would benefit from this. • Gifted students may enhance their production with additional complexity. For example, they may add tiles and credits to their editing or produce a more complex storyline. An example would be to also shoot and edit an additional scene of interrogation with surveillance footage and edited camera shots. • Students experiencing difficulties benefit from teacher and peer assistance where appropriate. • Peer tutoring is given to those students who need extra help. This may take the form of grouping stronger students with those who may benefit greatly from peer encouragement and involvement. • Student-to-student discussion and teacher-to-student conferencing should occur throughout the activity. • Peer tutors may help special needs students handle equipment. • For enrichment, students may use this technology to develop a portfolio.
<p>Teacher's Notes</p>
<p>The teacher should prepare presentation tools such as a laptop and data projector.</p> <p>The teacher should provide the students with the appropriate equipment required to complete this activity, including: audio-video equipment; Camera, Power supply, Tripod, Power cables, Non-linear editing suites However – this assignment requires that the students connect and</p>

manage the equipment.

Teaching and Learning Strategies appropriate for the Activity

- Working in groups of 4, students must collaborate and cooperate to plan the story. Students must develop and present their own contributions to their group.
- Interaction between the teacher and the groups will create a foundation of formative learning throughout the completion of this assignment.
- The “Surveillance” portion of the project represents linear filming and should be used in a comparison with the non-linear, “Re-enactment”.
- When the out-of-sequence filming component is finished, students will use non-linear editing to assemble their videos.
- All productions should be screened for the entire class, with discussion about what they enjoyed and what could have been improved. This gives all students the exposure to learning experiences that occur in different groups that they did not have a direct role in.

Assessment and Evaluation appropriate for the Activity

- Student’s learning during the production process is recorded on self-assessment checklists.
- The teacher should observe and interact with groups, assisting individuals and groups with completing the assignment.
- The final summative evaluation includes a rubric and quiz followed by the teacher’s evaluation of various technical and aesthetic aspects of the video.
- Performance assessment is used to determine each student’s ability to meet the given criteria.

Other points to consider:

- Student work in this activity must contain positive images of race, gender, and religion. Any stereotypes, acts of violence, sexual themes, or use of profanity in their work is unacceptable.
- Students may not interrupt other classes or cause disruption of the regular school process by their filming locations.
- Be sure to **approve any storyboard prior to shooting.**
- Students are expected to keep a notebook for handouts and planning of their assignments.
- Scripts and Storyboards must be kept by the student, even after the project is complete. They may need to reference previous planning processes used on these.
- The teacher collects and provides examples of teacher-prepared projects and work created by other students for use in discussion.
- Students must comply with copyright laws and correct use of any copyrighted materials.
- Members of the community and/or multicultural agencies may provide

students with insights into this activity.
List of Attachments
<ol style="list-style-type: none">1 Safety permission form2 Behaviour consent form3 On Location Safety – power point4 Camera Guidelines Handout5 Camera Moves Quiz6 Assignment Handout7 Assignment Rubric8 Assignment Self Assess Checklist9 Edit Terminology Handout10 Edit Terminology TEACHER note11 Edit skill checklist12 Edit Terminology Quiz13 Edit Terminology Quiz KEY