Shot Framing & Composition - Editing

Content Area: **Technology**
Course(s): **Media Communications**
Time Period: **November**
Length: **4 Weeks**
Status: **Published**

Transfer

Unit 3:

Digital media is an important for receiving, producing, sharing, and broadcasting information. Tomorrow's publishers, marketing people, and community leaders will need to know how to use digital media to persuade others and tell new and effective stories. Knowledge of movie production, broadcasting, and media presentation is a new powerful literacy.

Enduring Understandings

Technology is constantly changing and requires continuous learning of new applications and skills.

Framing has certain rules, which aid in the shooting and editing process.

Videos can be edited in a variety of ways in order to tell a story.

Information within a script needs to be presented in a concise manner in order to obtain effective communication.

Essential Questions

How do we as humans rely on technology in today's society?

How can videos be edited to grab viewer's attention?

How do I edit a movie?

How does a properly framed shot contribute to a good news package?

What are the elements needed to make a good news story?

Content

Big Idea: Students will understand the importance of creating media products that are visually appealing and interesting to an audience.

Vocabulary

Vocabulary:

Headroom,

Lead room,

Rule of Thirds,

Camera Operator,

Editor,

Director,

Teleprompter Operator, Focus, Capture, Transfer,

Edit, Trim, Cut,

Special Effects, Transition,

Import,

News Package

Learning Objectives

Students will demonstrate the ability to create a storyboard.

Students will learn to work in the following production crew positions:

• Director

• Director of photography

• Gaffer (lighting technician)

• Grip

• Audio engineer

• Production assistant

Students will work as part of a collaborative team to accomplish tasks.

Students will learn to schedule a production.Students will work collaboratively to develop a treatment and present it to an audience.

Create the elements of an informational video.

Operate the equipment to record video clips.

Import videos from a camera

Edit videos including credits, special effects, and transitions.

Resources

Resources:

Every student in every school should have the opportunity to learn applications to communicate their ideas more effectively. Exposing the learner to multiple platforms for learning facilitates a better understanding of the extensive resources available while creating a broad foundation of the basic concepts and principles behind Digital media. The Media Communications Class will use the following platforms and resources:

1. Drawing materials • Inspiration software (optional) • Student Guide: Storyboards, Screenplays, and Shot Lists • DVD of a Pixar movie • Projector

2. Adobe Photoshop - students of today should be well versed in applications be able to express creatively and communicate effectively. Photoshop is the main program for all interactive design projects because it is pixel based like our monitors and phones, optimizes images for web and is the main program which web developers are familiar with when building websites.

3. iMovie - iMovie is a powerful and highly engaging tool for students to share their knowledge and express themselves in the form of digital movies. Students will create high-quality video reports to demonstrate abstract concepts, or documentaries to increase the relevance of social issues.

Throughout this course the learners experience will be enhanced using the following:

- TED-Ed Originals; short, award-winning animated videos about ideas that spark the curiosity of learners everywhere.

- Ted Talks videos (Ted.com). TED Talks are influential videos from expert speakers on education, business, and digital media.

- Many youtube videos that relate to computer science. Ie. This sample video will be used to supplement the animation unit: PIXAR Explained - https://youtu.be/Z1R1z9ipFnM or https://www.youtube.com/watch?v=Z1R1z9ipFnM&feature=em-uploademail .

Google Platform inspires students to refine their skills on online resources and will be used to develop a better understanding of web page design.

Standards

TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to

	redesign to improve the system.
TECH.8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
TECH.8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
TECH.8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
TECH.8.2.8.D.4	Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
TECH.8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.