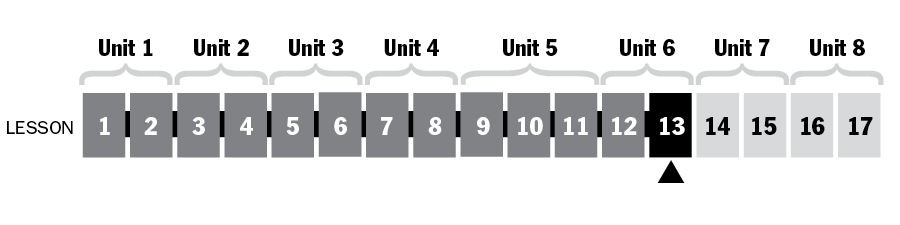
AOIT Digital Video Production

Lesson 13

Refining a Video

In this lesson, students focus on creating a final cut for their culminating project documentary video, by means of a collective process. They learn to use a review cycle to improve a video during editing. Students develop an action plan for editing their rough cuts, based on peer feedback. They then edit their videos to produce the final cut.

This lesson is expected to take 5 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Evaluate the quality of rough cuts of videos
* Decide how best to assimilate feedback to improve a video
* Create the final cut of a video

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Demonstrate the use of basic tools and equipment used in audio, video and film production (Common Career Technical Core 2012, AR-AV 2)
* Demonstrate technical support skills for audio, video and/or film productions (Common Career Technical Core 2012, AR-AV 3)
* Perform common editing and formatting functions (IC3 GS4 2012, Key Applications)
* Identify different types of application software and general concepts relating to application software categories (IC3 GS4 2012, Computing Fundamentals)
* Contribute to project teams to produce original works or solve problems (ISTE NETS for Students 2007, 2d)
* Plan and manage activities to develop a solution or complete a project (ISTE NETS for Students 2007, 4b)
* Use multiple processes and diverse perspectives to explore alternative solutions (ISTE NETS for Students 2007, 4d)
* Demonstrate personal responsibility for lifelong learning (ISTE NETS for Students 2007, 5c)
* Select and use applications effectively and productively (ISTE NETS for Students 2007, 6b)

Assessment

|  |  |
| --- | --- |
| Assessment Product | Means of Assessment |
| Final cut of the culminating project documentary video (Student Resource 13.3) | Rubric: Documentary Video (Teacher Resource 13.1) |

Prerequisites

* Students need a full working knowledge of the production process

Instructional Materials

Teacher Resources

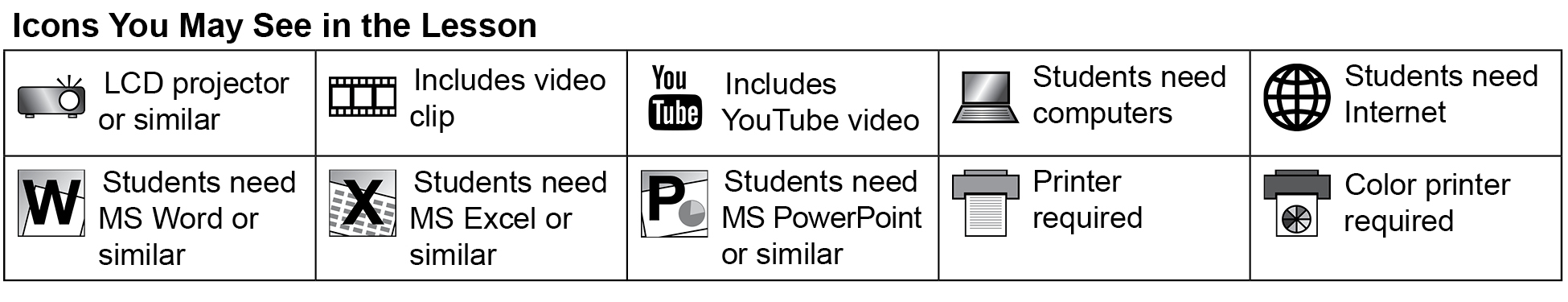
* Teacher Resource 13.1, Rubric: Documentary Video
* Teacher Resource 13.2, Key Vocabulary: Refining a Video

Student Resources

* Student Resource 13.1, Review Sheets: Constructive Feedback for Video
* Student Resource 13.2, Editing Action Plan: Documentary Video
* Student Resource 13.3, Checklist: Documentary Video Final Cut
* Student Resource 13.4, Writing Assignment: Post-Production Self-Reflection
* Student Resource 13.5, Supplementary Reading: Polishing Video

Equipment and Supplies

* Blackboard, whiteboard, or flip chart
* Computers with video editing capability
* Equipment to present videos to the class (an LCD projector or a large-screen monitor connected to a computer)



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 40 | Culminating Project Work: Giving and Receiving Peer Feedback  This activity challenges students to provide constructive peer feedback for each other’s videos.  **Note:** This activity assumes that culminating project groups have completed their rough cuts before beginning this lesson. The detail-oriented feedback from this review is most valuable once student videos have achieved all of the basic intentions of their final outlines.  Explain that there are three types of feedback for a video:  What the reviewer thinks has been done well in the video  Questions the reviewer has about the video  Additional elements the reviewer would like to see in the video  Tell students they will be viewing each other’s videos in this activity and providing these types of feedback. Refer students to Student Resource 13.1, Review Sheets: Constructive Feedback for Video, and look at the feedback examples on the first page of the resource as a class. Ask students to come up with additional examples that might apply to their own video. Explain that effective feedback about a video should include at least one specific example from the video for each type of feedback. The feedback should be focused on what can actually be improved in the editing process.  Present Teacher Resource 12.2, Presentation: Documentary Video Example 1 (separate video file), which your students may have already viewed and evaluated in the previous lesson. Lead the class to write their feedback on this video on the first feedback page of Student Resource 13.1. When they have completed this first form, have them share their feedback with a partner, and then share out as a class.  Once the students show they understand how to provide feedback using this tool, have the students use it to provide feedback for each other. Ask each group to get their rough cut ready on a computer, and then have the groups trade places so that every group will view another group’s video.  Instruct students to work as a group, viewing another group’s video two times. Students should watch the first time without stopping or interrupting in any way. During the second viewing, they can pause the video when they’d like to take notes or discuss issues. Encourage specific feedback and the use of time code as reference points in their notes on the review form. The written feedback should include at least one example for each type of feedback.  If time allows, each group can view and provide feedback for a video created by a second group.  Tell students that they can use this tool for giving constructive feedback throughout the process of editing the final cuts, working within their group or with other groups as much as possible.  Point out to students that giving and receiving feedback not only enables them to gain a fresh perspective on their own work, but also helps them to develop a critical eye as they examine others’ work and provide constructive criticism. |
| 2 | 10 | Culminating Project Work: Creating an Action Plan  In this activity, students devise an action plan to document how they will improve their video during the editing process. This activity focuses on the following college and career skills:  Developing awareness of one’s own abilities and performance  Thinking critically and systemically to solve difficult problems  Explain to students that the best way to handle feedback from their peers as well as your assessment of their rough cuts is to develop a structured action plan that documents the improvements they plan to make to their video. Refer students to Student Resource 13.2, Editing Action Plan: Documentary Video, and review the action plan examples with the class. Explain the importance of tracking the things they want to change as well as the changes that they have already made.  Tell students they need to create an action plan for their video before they begin creating the final cut. If possible, they should work on this for homework so that they are ready to begin creating their final cut at the beginning of the next class period. |
|  |  | CLASS PERIOD 2 |
| 3 | 50 | Culminating Project Work: Creating the Final Cut  The key to producing a successful video is in the editing. Without proper editing, even the best raw footage will not be as powerful as it could be. This is the first class period of four devoted to working on the final cut of the culminating project. This activity focuses on the following college and career skills:  Working effectively with a diversity of individuals and perspectives  Demonstrating teamwork and collaboration  Prioritizing and completing tasks without direct oversight  Remind students that they have three important tools they should use while creating their final cut:  Editing action plan  Final outline  Teacher Resource 13.1, Rubric: Documentary Video (explain that this is the same rubric that was used to assess their rough cut)  Tell students they have four class periods to create their final cut, so they will have to make every minute count.  Circulate and help students with editing as needed. This is a good activity in which to have a parent or a community helper assigned to each group to guide and help students as they produce their final cut.  Depending on the availability of computers and student time, allow your students to work on their videos outside of class: before school, during lunch or study hall, or after school. If students elect to work on their videos outside of class time, be sure they maintain the integrity of their group roles and agreements.  Remind students that this editing process is a key part of the production cycle. Time well spent now will help students create the successful video project they have been envisioning for the past several weeks. |
|  |  | CLASS PERIOD 3 |
| 4 | 50 | Culminating Project Work: Creating the Final Cut (Continued)  In this activity, students use a checklist to keep on track as they continue to edit the final cut of their culminating project documentary videos.  This is the second class period of four devoted to working on the final cut of the culminating project.  Begin by introducing Student Resource 13.3, Checklist: Documentary Video Final Cut, so that students have a list of specific questions to ask themselves as they create their final cut. The questions are designed to help guide effective videomaking; they correlate with the criteria in Teacher Resource 13.1, Rubric: Documentary Video.  Suggest that the students go through the questions in the checklist for their video at least once during each class period to make sure they are on track and are not ignoring any important criteria. Answer any questions students have about the criteria, and ask them if they can think of any elements that are missing from the criteria.  When all questions are answered, have students get right to work on their editing. Circulate and help students as needed.  Remind students that careful and thoughtful editing will help them bring the documentary video they have been envisioning in their minds into reality. |
|  |  | CLASS PERIOD 4 |
| 5 | 50 | Culminating Project Work: Creating the Final Cut (Continued)  This is the third class period of four devoted to working on the final cut of the culminating project.  Begin the class by answering any questions that are pertinent to the whole class, and then have students get right to work on their editing. Circulate and help students as needed.  Explain to students that they will have about 25 minutes in the next class period to get their final cut ready to submit for assessment. Help them find solutions to work on their videos outside of class if necessary. Remind them to refer to the final cut editing checklist (Student Resource 13.3) and to make sure their video meets the criteria in the rubric (Teacher Resource 13.1). |
|  |  | CLASS PERIOD 5 |
| 6 | 25 | Culminating Project Work: Creating the Final Cut (Continued)  This is the final class period of four devoted to working on the final cut of the culminating project.  Tell students they should finish any last details and then save their final cut. Assess the final cuts for the culminating project using Teacher Resource 13.1, Rubric: Documentary Video.  If time permits, allow students to view each other’s videos. |
| 7 | 25 | Reflective Writing: Post-Production Self-Reflection  In this activity, students reflect on the important work they have done to create their final cut.  Refer students to Student Resource 13.4, Writing Assignment: Post-Production Self-Reflection. To begin, ask students to work by themselves and write down some notes about the questions. Then go over each of the questions as a class, and ask for volunteers to share some of their ideas.  Finally, ask students to use their notes to write answers to the questions on a separate sheet of paper.  About five minutes before the end of class, ask students to share what they wrote with their group.  If they need extra time, students can complete the final draft of their assignment for homework and hand it in at the beginning of the next class period. To gauge student understanding, you may want to mark this writing assignment for credit/no credit.  Congratulate students on producing the final edit of their documentary video. |

Extensions

Enrichment

* If your editing system has advanced image-editing capabilities and your students are interested in using them, have students learn the contents of Student Resource 13.5, Supplementary Reading: Polishing Video. Have students take notes in their notebook summarizing important points in the reading.
* Give students a list of recommended readings and have them write a paragraph in their notebook summarizing the one they chose. A good summary should state the main points of the reading, give the student’s opinion of the topic covered, and put it into a broader context. How can this information be used? What did the student learn from the reading?

Cross-Curricular Integration

* English Language Arts, History, Journalism, Chemistry, Biology: In this video project, students can apply knowledge from many disciplines. Encourage them to explore ways to link their work in this class with work in another class.
* English Language Arts: Ask students to write a short essay about the documentary they most admire. They should tell who produced the documentary and what its subject or purpose was and give several reasons why they think it is the best documentary ever made.
* Art: Ask students to create a storyboard explaining the entire video production process.