AOIT Digital Video Production

Lesson 13

Refining a Video

Student Resources

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Student Resource 13.1

Review Sheets: Constructive Feedback for Video

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Directions: Use this resource to write feedback for the videos you review. For each piece of feedback, always use at least one example specific to the video.

The purpose of constructive feedback is to help guide improvement. Use this worksheet to help the videomakers see the video from the audience’s perspective. Rather than telling them what you think is wrong with their cut, share what has been done well (so that they can do more of that), what you don’t understand (so that they can clear up confusion), and what more you would like (so that they know what to add). Use time code to reference specific moments in the video while you take notes. This provides what is known as “actionable” feedback the videomakers can really use. Ultimately, how and if the videomakers choose to use your feedback is their own creative decision.

Below are some examples of each of the three types of constructive feedback.

What Is Done Well in the Video?

* “Smooth and consistent transitions.”
* “The program really made me feel \_\_\_\_\_\_\_\_\_\_ (sad, excited, etc.).”
* “The opening of the video captured my interest.”
* “Still images are artistically presented.”
* “The video footage had a good variety of subject framing.”
* “Background music fits the story well.”
* “The titles are easy to read.”

What Don’t You Understand about the Video?

* “What is the purpose of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ information?”
* “Why did the image of \_\_\_\_\_\_\_\_ appear with narration about \_\_\_\_\_\_\_\_\_?”
* “What made you decide to use fast-paced cuts in the section with \_\_\_\_\_\_\_\_\_\_\_\_?”
* “Did you mean to drop the audio level at the point when \_\_\_\_\_\_\_\_\_\_\_?”

What More Would You Like in the Video?

* “Make the problem and solution clearer.”
* “Include more still images to illustrate the history of the situation.”
* “Use the background music more (or less, or more softly).”
* “Make still images more dynamic, perhaps by panning across them.”
* “Leave the titles on longer.”

Video name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is done well in the video?

What don’t you understand about the video?

What more would you like in the video?

Video name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is done well in the video?

What don’t you understand about the video?

What more would you like in the video?

Video name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is done well in the video?

What don’t you understand about the video?

What more would you like in the video?

Student Resource 13.2

Editing Action Plan: Documentary Video

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Directions: Use this table to list all of the changes you’d like to make on your project. As you make each change, check it off in the Completed column.

To plan the edits for your final cut, brainstorm in your group about what you’d like to change, considering the feedback you’ve received from your peers and teacher as well as things you yourself would like to modify. Because you only have a certain amount of time to make changes, you should think about how to prioritize “must do” edits versus “nice to have” edits.

Here are some examples of what a few of the items on your change list might look like:

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| --- | --- | --- | --- |
| Project Time Code(s) | Problem | Solution | Completed |
| 1:10 | Stills timing off; some on too long, some too short | Adjust still timing | BD21301_ |
| 1:20  2:15 | Interview sound bites are too soft | Boost audio levels on sound bites | BD21301_ |
| 0:10 | Title slide text a bit blurry | Re-create | BD21301_ |

| Project Time Code(s) | Problem | Solution | Completed |
| --- | --- | --- | --- |
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Student Resource 13.3

Checklist: Documentary Video Final Cut

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Directions: Use this checklist to ensure the quality of each aspect of your final cut.

Story

* Does the story have a clear focus? Does it have a clear beginning, middle, and end? Can you easily summarize the story after watching the video?
* Is each asset shown/heard just long enough to be understood?
* Are transitions smooth and appropriate?
* Are there opening and closing sequences and/or titles that help establish a clear beginning and end?

Use of Video

* Can effects be added to enhance the video?
* Can color correction be used to improve image quality?
* Does each shot begin and end at the optimum time?
* Are all the appropriate, usable shots and sound bites being used as effectively as possible?

Use of Audio

* Do levels of background music dip enough (i.e., are they reduced sufficiently) for the audience to clearly hear the narrator or interview sound bites?
* Is noncritical or distracting audio reduced whenever possible?
* Can the audio be enhanced through the use of filtering?
* Are sound transitions smooth?
* Is there a good balance between voice-over, ambient sounds, and music throughout?

Use of Still Images and Graphics

* Can motion be added to the shots of still images to enhance them and/or complement the narration?
* Are the graphic elements integrated smoothly?
* Do you have titles and lower thirds that are readable and accurate?

Student Resource 13.4

Writing Assignment: Post-Production Self-Reflection

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Directions: Answer these questions thoughtfully. Be sure to explain your thinking and to use specific examples. Try to show learning and growth.

1. What are the most effective moments in your final cut? How did your group work together to create those moments?
2. What were the main challenges that you personally faced during post-production? What did you do to meet and try to overcome those challenges? What would you do differently next time?
3. Now that you have completed the whole production process, which production role was your strongest? Why do you think that?

Student Resource 13.5

Supplementary Reading: Polishing Video

Color Correction and Color Grading

Adjusting the color and brightness of screen images involves both technical (color correction) and artistic (color grading) decisions. It can be very complicated. For some projects, color correction is required to conform to broadcast requirements and to compensate for a production error. Color grading is done to give the overall piece a unified look and style.

Here’s one reason why you might choose to color-correct:

* To compensate for variations in the material (e.g., exposure errors, white balance, varying lighting conditions)

Here’s an overview of reasons why you might choose to color-grade:

* To establish a desired “look”
* To enhance and/or alter the mood of a scene—make it seem happy, sad, heavy, light, and so forth

Most video editing systems include some color correction and color grading tools.

Also, color correction tools such as Colorista are available as plug-ins. If you’re adjusting colors for artistic effect, there are no definite rules—unless your project will be broadcast on television. If it will, go to the web to research colors that are “broadcast-legal.”

To achieve the effects you want, consider whether you should use primary or secondary color correction.

Primary

This type of color correction applies to an entire image. An artistic use of primary color correction might be to change the mood of a scene by shifting its overall tint to blue.

Secondary

This type of color correction affects only specific areas of an image. It can involve changing a certain hue, brightness, or saturation, a specific region, or a combination of all of these. For example, a wedding video might show a bride holding a bouquet of roses that are red (with the rest of the shot in black and white), and the red is more saturated than in the original video.

This type of color correction can give images a bold, highly stylized look and requires lots of time and experimentation.

Post-Processing Filters

Depending on your video editing system, there may be plug-ins available that provide a vast number of filters you can use to alter the colors and textures of your video. These filters have such names as “watercolor,” “fogged glass,” “neon glow,” and “lens flare.” The name gives you an idea of what the final images will look like.

One very popular filter creates “film-look” effects. These filters replicate the grain, dust, scratches, stains, and shutter blur you would have gotten if you had shot on film rather than video.

Experiment with filters as you wish, but be sure that whatever filters you use truly enhance your video and do not distract or confuse your audience.