AOIT Digital Video Production

Lesson 13

Refining a Video

Teacher Resources

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| Resource | Description |
| Teacher Resource 13.1 | Rubric: Documentary Video |
| Teacher Resource 13.2 | Key Vocabulary: Refining a Video |

Teacher Resource 13.1

Rubric: Documentary Video

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

Activity Name (rough cut or final cut):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  | Exemplary | Solid | Developing | Needs Attention |
| --- | --- | --- | --- | --- |
| **Use of Video** | The video footage provides excellent visuals that support and enhance the topic. There is a good assortment of angles/camera framing (wide, medium, close up, track, etc.) for each scene. The lighting, image composition, camera work, and sound recording enrich the program. | The video footage provides visuals that support the topic. There is more than one angle/camera framing (wide, medium, close up, track, etc.) for each scene. The lighting, image composition, camera work, and sound recording add to the program and are rarely distracting. | In most cases, the video footage provides visuals that support the topic. Each scene has mostly the same angles/camera framing. The lighting, image composition, camera work, and sound recording may include glitches that are occasionally distracting. | The video footage rarely supports the topic. The angles/camera framing are awkward. The lighting, image composition, camera work, and sound recording include many glitches that are distracting to the audience. |
| **Use of Still Images** | Still images/graphics greatly help communicate the topic with visual interest. Images/graphics appear well on video. The number of images fits well into the overall flow; neither too many nor too few. Images work well with the narration or sound bite being heard. Text is readable and graphics have clean, strong lines. | Still images/graphics help communicate the topic. Most images/graphics appear well on video. In most cases, the number of images/graphics used fits into the flow. Most images/graphics match the audio being heard by viewers. Text is readable and graphics have clean lines. | Some still images/graphics add to the understanding of the program. Some images/graphics are not well suited or well prepared for use on video (stretched or pixilated). Some images/graphics seem out of place in the story flow. Text is not always readable. Graphic lines may be too thin or too detailed to appear well on video. | Few still images/graphics are used, or they don’t seem to relate to the story flow. Images/graphics are blurry, difficult to understand, or don’t seem related to the audio being heard. Text is difficult to read. Graphics are difficult to view on video. |
| **Use of Audio** | The audio is used imaginatively, creating an engaging mix of natural sounds, effects, music, and voice. The audio is consistently clean and clear, with no glitches (pops, static, etc.). Interviews and narration both sound natural. | The audio is mostly clean and clear, with only an occasional glitch (pops, static, etc.). Most interview sound bites and narration clips sound natural. Sound effects and music choices support the topic and rarely distract the viewer. | There are noticeable audio glitches in the program. The interview sound bites or narration clips occasionally sound unnatural (hollow, harsh, echoes, static). While sound effects and music choices support the topic, they are overused or are somewhat distracting. | There are numerous audio glitches in the program. The interview sound bites and narration clips sound unnatural throughout the program (hollow, harsh, echoes, static). Sound effects and music are either lacking or completely distracting. |
| **Story Content** | The program is immediately engaging, with an easy-to-grasp topic. A clear problem and solution drive a compelling story. It has a clear beginning, middle, and end, carried by a dynamic narration script. There is a balanced and interesting variety of asset types. | The topic is fairly engaging and graspable within the first few minutes. The program has an identifiable problem and solution. It is structured with a beginning, a middle, and an end, carried by a well-written narration script. The asset types are varied. | There is little to engage the audience. The program topic, as well as the problem and solution, is not completely clear. The voice narration script is awkwardly written and seems to wander. There is an overreliance on one type of media asset. | The program topic is confusing throughout and never engages the audience. The narration wanders without a logical flow. There’s no variety of assets. |
| **Content Editing** | The material is entertainingly paced and has the necessary resounding high points to develop the story structure. Assets flow together well and are shown/heard just long enough to make the necessary point. | The assets are well framed and paced to support the story. A couple of stills or graphics were either up too long or not long enough to be easily understood. | Some assets are awkwardly framed and/or paced so that they don’t support the story well. Many stills or graphics were either up too long or not long enough to be understood. | Most assets are awkwardly framed and/or paced so that they don’t support the story well. Most stills or graphics were either up too long or not long enough to be understood. |
| **Technical Editing** | The image quality is outstanding, and the added visual and audio effects complement the story being told.  The audio volume is steady throughout. All transitions are smooth and add to the pacing of the show. | The image quality is good and any effects are used effectively. The audio volume is steady, with only one or two minor glitches. Most transitions are smooth and create few distractions for the audience. | The image quality varies from good to poor. The audio level varies. There are a few glitches or errors. The transitions are sometimes distracting. | The image quality is often poor. The audio level varies. There are many glitches or errors. The transitions are quite distracting. |

Additional Comments:

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Teacher Resource 13.2

Key Vocabulary: Refining a Video

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| Term | Definition |
| filter | A post-processing “wash” you can apply to video to create interesting effects. Filters have names such as “watercolor,” “fogged glass,” “neon glow,” and “lens flare.” The name gives you an idea of what the final images will look like. |
| primary color correction | This type of color correction applies to an entire image. It can be used to correct poorly shot footage or footage shot under bad lighting conditions. An artistic use of primary color correction might be to change the mood of a scene by shifting its overall tint to blue or by making it darker. |
| secondary color correction | 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. |