AOIT Digital Video Production

Lesson 12

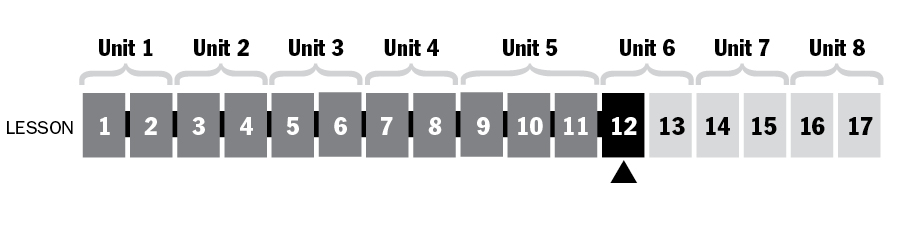
Creating the Rough Cut

In this lesson, students apply all that they have learned about production and recording as they advance with their culminating project videos. Students learn the specifics of editing techniques including transitions, titles, effects, and special effects. They become familiar with the elements that comprise an effective voice-over narration, and they record the voice-over narration for their own documentary videos. Finally, students use what they have learned to follow their outlines and build a strong story in their rough cut. By the end of the lesson, students have a completed rough cut of their documentary video.

Advance Preparation

In Class Periods 3–8, students will be creating the rough cut of their documentaries. If possible, arrange to have a parent or a community helper assigned to each group to guide the students and help them as they produce their rough cut. If possible, arrange for student volunteers who are enrolled in a local film school or college and have editing experience.

This lesson is expected to take 8 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Demonstrate the ability to edit raw video footage in a timeline\*
* Create a piece that can inform and engage an audience, and that incorporates all media assets
* Decide how best to use basic special effects appropriately and effectively\*
* Create a rough cut of a video

\*This is one of the 16 key learning objectives assessed by the NAFTrack Certification end-of-course exam for this course.

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)
* Evaluate and select information sources and digital tools based on the appropriateness to specific tasks (ISTE NETS for Students 2007, 3c)
* Use multiple processes and diverse perspectives to explore alternative solutions (ISTE NETS for Students 2007, 4d)
* Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity (ISTE NETS for Students 2007, 5b)
* Select and use applications effectively and productively (ISTE NETS for Students 2007, 6b)

Assessment

|  |  |
| --- | --- |
| Assessment Product | Means of Assessment |
| Rough cut version of students’ voice-over narration (Student Resource 12.6) | Assessment Criteria: Voice-Over Narration (Teacher Resource 12.5) |
| Rough cut of the culminating project, a documentary video (Student Resource 12.5) | Rubric: Documentary Video (Teacher Resource 12.1) |

Prerequisites

* A fully developed project plan, as well as a variety of media assets already collected

Instructional Materials

Teacher Resources

* Teacher Resource 12.1, Rubric: Documentary Video
* Teacher Resource 12.2, Presentation: Documentary Video Example 1 (separate video file)\*
* Teacher Resource 12.3, Presentation: Documentary Video Example 2 (separate video file)\*
* Teacher Resource 12.4, Lecture: Recording Effective Voice-Over Narration
* Teacher Resource 12.5, Assessment Criteria: Voice-Over Narration
* Teacher Resource 12.6, Prompts: Learning Objective Reflection (separate PowerPoint slide)
* Teacher Resource 12.7, Key Vocabulary: Creating the Rough Cut

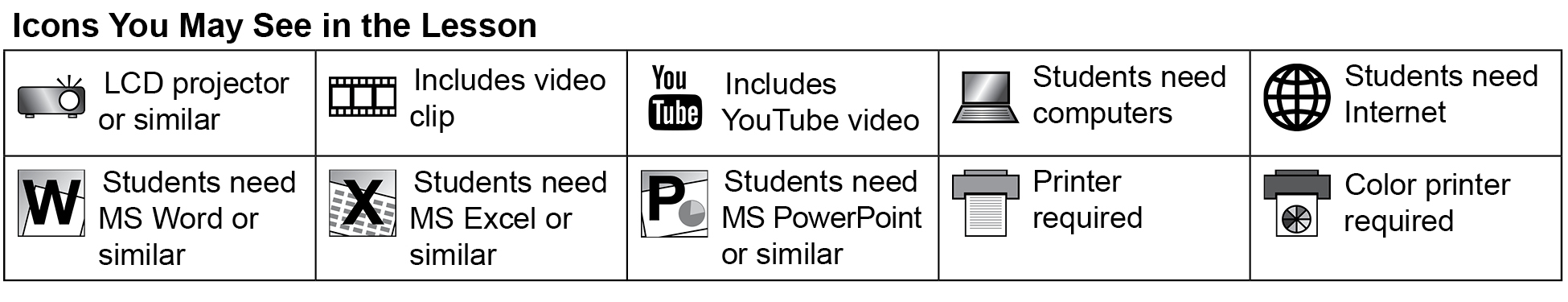
\* *We recognize these videos are dated, but the point of the lesson is to learn about post-production. Through our Phase 2 and 3 course edits (in 2022), NAF will update these.*

Student Resources

* Student Resource 12.1, Note Taking: Recording Effective Voice-Over Narration
* Student Resource 12.2, K-W-L Chart: Video Editing Techniques
* Student Resource 12.3, Reading: Video Editing Techniques
* Student Resource 12.4, Workflow: Starting the Rough Cut
* Student Resource 12.5, Checklist: Rough Cut Editing
* Student Resource 12.6, Assignment Sheet: Voice-Over Narration

Equipment and Supplies

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



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | Class period 1 |
| 1 | 30 | Benchmarking: Documentary Video Examples  In this activity, students are introduced to the rubric that will be used to assess their videos, and they practice using the rubric by evaluating videos produced by students in previous classes.  Note: Although the curriculum provides two examples of student videos for you to show during this activity, it would be best to show student-made videos from previous classes at your school so that students can see work created locally. Not only would this keep content relevant and interesting to your students, but it would also give students a glimpse of what others close to home have done, thereby providing reassurance that they, too, can create a strong video presentation. Keep in mind that, because of time constraints, it is best to use examples that are under five minutes in length.  Explain to students that they will have a chance to evaluate documentary videos created by other students using the criteria that will be used to assess their culminating project documentary video. Give each student a copy of Teacher Resource 12.1, Rubric: Documentary Video. Look at the criteria as a class, and answer any questions.  Next, present Teacher Resource 12.2, Presentation: Documentary Video Example 1 (separate video file), to the class. As students watch the video, ask them to work independently evaluating it. Students should determine how well the video complies with each category of the rubric.  After the video is over, call on students to give their opinions and defend their judgments with specific examples from the video. Show the video a second time, if necessary, to confirm details and come to some consensus. Also, ask students to suggest ways that they can avoid pitfalls or replicate good examples they noticed in the videos.  Go through this same process with Teacher Resource 12.3, Presentation: Documentary Video Example 2 (separate video file). Note that this video does not include narration. You may want to discuss with students whether narration could be used to enhance this video.  Point out to students that it’s important that they keep in mind what they learned by evaluating these video projects as they begin editing their own documentary. |
| 2 | 20 | Lecture: Preparing to Record Voice-Over Narration  This lecture familiarizes students with the elements that comprise an effective voice-over narration.  Explain to students that as part of the editing process, they will be creating voice-over narration for their documentaries. As they are editing, they should be looking for places where voice-over narration would help them to tell their story.  Use Teacher Resource 12.4, Lecture: Recording Effective Voice-Over Narration, to instruct students on what they will need to know for their recording sessions. Refer students to Student Resource 12.1, Note Taking: Recording Effective Voice-Over Narration, and instruct them to follow along and take notes on the points that you talk about. When you have completed the lecture, ask students to share their notes with a partner to check for accuracy and completeness. Answer any questions students have about writing and recording voice-over narration.  Next, help students make plans for how they will record their voice-over narration. They can record it using a video camera, a digital voice recorder, or a microphone plugged into a computer. Another approach offered in some video editing systems allows students to record narration directly into the timeline while they are editing. They should think about the equipment available to them and make plans for recording the narration for their project.  Finally, explain to students that it is probably best to do most of the editing work for their rough cut before they actually create their voice-over narration. As they edit their assets to tell the best story, they will likely discover places that need to have some voice-over narration to make the story stronger. Encourage them to note any places that need narration as they are editing, and tell them to be sure and write notes about what they want to say. Explain that later in the lesson, they will have a whole class period devoted to creating and recording their voice-over narration, and then they will have time to make any edits as they complete their rough cut editing work. |
|  |  | class period 2 |
| 3 | 25 | Reading: Video Editing Techniques  This reading explains the editing techniques students should use to create better-quality videos.  Refer students to Student Resource 12.2, K-W-L Chart: Video Editing Techniques. Explain that transitions, titles, effects, and special effects are important aspects of editing that they will need to employ in their rough cuts. Tell students to take a few minutes to fill in what they already know about these techniques in the first column of the chart, and to write questions about what they would like to learn in the middle column. When they are finished, ask them to share with a partner what they wrote, and then ask students to report out important questions about what they would like to learn.  Next, point students to Student Resource 12.3, Reading: Video Editing Techniques. Ask them to read this selection and fill in the third column of their K-W-L chart, writing what they learn about each topic. Remind students that using these professional editing strategies when they edit the rough cut of their documentary video will improve the overall quality of their project.  Finally, have students share with a partner the important points they recorded in their K-W-L charts, and then have pairs share what they learned with the class. Answer any questions students have about the editing techniques presented in the reading. To gauge student understanding, you may want to mark the K-W-L charts for credit/no credit.  Tell students that in the next class period, they will be able to put what they’ve learned into practice as they begin editing the rough cut of their documentary video. |
| 4 | 25 | Rough Cut Preparation: Timeline Readiness Checklist  This activity provides students with the opportunity to evaluate their readiness to begin the editing process.  Explain to students that in order to complete their editing sessions effectively and efficiently, they need to have everything in order to begin work on their timeline. Refer students to Student Resource 12.4, Workflow: Starting the Rough Cut, and ask groups to use the pre-editing checklist at the beginning of the worksheet to confirm that they have what they need to begin work on their timeline. Give groups about five minutes to go through the checklist as a group and note anything that still needs to be done, and then ask each group to report out to the class.  Point out to students that they should have all of the elements listed in the pre-editing checklist complete. Groups that need to finish some of the prerequisite details should do this for homework if possible; if not, they will have to finish all prerequisite work at the beginning of next class period before beginning their timeline.  Next, go over the worksheet’s step-by-step procedure for building a timeline in your video editing system as a class, so that students will be prepared to start work at the beginning of the next class period. Make sure students understand the specifics of your particular editing software, and answer any questions they have about how to proceed.  Point out to students that the more prepared they are to begin the rough cut, the more smoothly it is likely to go. Remind them that even among experienced producers, post-production takes longer than expected. |
|  |  | CLASS PERIOD 3 |
| 5 | 50 | Culminating Project Work: Creating the Rough Cut  This is the first class period devoted to working on the rough cut of the culminating project. This activity focuses on the following college and career skills:  Demonstrating teamwork and collaboration  Demonstrating creativity and innovation  Utilizing time efficiently when managing complex tasks  Tell students they have six class periods to create their rough cut and develop their voice-over narration. Advise them that after five class periods, they will be showing their completed rough cut to another group who will evaluate their work, and then in the final class period they will incorporate any suggestions from their peers before submitting their rough cut for assessment. Explain that before they begin work, each group should decide how to share the duties of the editing process, and they should work to ensure that all group members are making their best contribution. Once they have determined their group roles as related to the editing process, they will be ready to begin work and will be able to hold themselves and each other accountable in their roles.  Remind students to follow their outlines, with a focus on building a strong story. Refer them to the steps for creating a timeline in Student Resource 12.4, Workflow: Starting the Rough Cut, and encourage them to follow this procedure. Answer any questions students have before they begin work.  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 the students and help them as they produce their rough 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, and after school. If students elect to work on their videos outside of class, be sure they maintain the integrity of their group roles and agreements.  Remind students to save their work before the end of the class period. Tell them that in the next class period, they should be ready to pick up where they left off. |
|  |  | CLASS PERIOD 4 |
| 6 | 5 | Culminating Project Work: Rough Cut Questions  In this activity, students begin to evaluate the work they are doing on their rough cut.  Introduce Student Resource 12.5, Checklist: Rough Cut Editing. Explain that students should ask themselves these specific questions as they create their rough cut. Designed to guide effective video making, the questions correlate with the criteria in Teacher Resource 12.1, Rubric: Documentary Video.  Suggest that students go through the questions on the editing checklist at least once each class period to make sure they are on track and are not ignoring any important criteria. Remind them to put together the assembly first, and then tighten the story as needed by removing extraneous clips and adding detail where needed. Tightening the story will include writing and rewriting the voice-over narration as needed.  Remind students that time spent in careful consideration and treatment of their assets will enable them to create a rough cut of their documentary video that brings their vision for the project into reality. |
| 7 | 45 | Culminating Project Work: Creating the Rough Cut  In this activity, students continue working on the rough cut of their culminating project.  Ask students to resume their work where they left off at the end of the last class period. As in the previous class period, have students follow their outlines, with a focus on building a strong story. They should continue to follow the steps for creating a timeline outlined in Student Resource 12.5, Checklist: Rough Cut Editing.  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 the students and help them as they produce their rough cut.  Remind students to save their work before the end of the class period. Tell them that in the next class period, they should be ready to pick up where they left off. |
|  |  | CLASS PERIOD 5 |
| 8 | 50 | Culminating Project Work: Creating the Rough Cut (Continued)  In this activity, students continue working on the rough cut of their culminating project.  Ask students to take up their work where they left off at the end of the last class period. Point out that in the next class period, they will be working on their voice-over narration, so as they work on their editing, they should be thinking about where they will want to place voice-over narration and what they need to narrate in order to tell their story. As in the previous class periods, have students follow their outlines, with a focus on building a strong story. They should continue to follow the steps for creating a timeline outlined in Student Resource 12.5, Checklist: Rough Cut Editing.  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 the students and help them as they produce their rough cut.  Remind students to save their work before the end of the class period, and also remind them that they should come to the next class period ready to work on their voice-over narration. |
|  |  | Class Period 6 |
| 9 | 50 | Culminating Project Work: Recording Voice-Over Narration  In this activity, students record their voice-over narration. This activity focuses on the following college and career skills:  Utilizing time efficiently when managing complex tasks  Prioritizing and completing tasks without direct oversight  Demonstrating the ability to speak effectively  Effectively using technology relevant to a profession  Remind students to use their voice-over narration notes in Student Resource 12.1, Note Taking: Recording Effective Voice-Over Narration.  Refer students to Student Resource 12.6, Assignment Sheet: Voice-Over Narration. Review the assessment criteria with them, and answer any questions.  Have students get right to work planning and then practicing their narration before they actually record it. As time allows, and depending on how the students in each group want to share duties, some students can continue working on other aspects of the rough cut while others are working on the narration. Circulate and help students with their tasks as needed.  Advise students that they will be asked to submit their narration for assessment when they submit their rough cut. Tell them they can finish recording their narration in the next class period if necessary, but if they are still working on writing parts of their narration, they should finish writing all parts of the narration for homework. |
|  |  | CLASS PERIOD 7 |
| 10 | 35 | Culminating Project Work: Creating the Rough Cut (Continued)  In this activity, students continue working on the rough cut of their culminating project.  Let groups know that 15 minutes before the end of this class period, they need to have a rough cut of their documentary video, which includes their voice-over narration, ready for another group to view.  As in the previous class periods, have students follow their outlines, with a focus on building a strong story. They should continue to follow the steps for creating a timeline outlined in Student Resource 12.5, Checklist: Rough Cut Editing.  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 the students and help them as they produce their rough cut.  At the end of this activity, ask each group to save a copy of their documentary video so that another group can view it. Point out that they will have time in the next class period to make a final version of their rough cut. |
| 11 | 15 | Culminating Project Work: Peer Review  In this activity, students review the rough cut of another group and give their ideas about what they enjoyed and how they think the rough cut could be improved, or areas that need attention.  Pair each project group with another group, and ask them to give each other access to the rough cut of their video. Explain that they will be watching each other’s videos and providing as much feedback as possible to help each other improve their work. Write the following prompts on the board, and ask students to write their observations related to each prompt on a sheet of paper:  Note any ideas that are unclear or hard to follow.  Suggest any improvements you can think of that would make the documentary more compelling.  Note any parts of the video that seem like they are in the wrong order.  Note any parts of the video that seem irrelevant or don’t really add to the story.  Note any glitches in the audio or video, and give the time stamp where the glitch appears.  When groups have finished viewing the video and writing their comments, ask groups to exchange comments with the group whose video they viewed and answer any questions that arise. Tell students that they will have time in the next class period to make improvements to their rough cut before submitting it for assessment.  If time permits, you may want to allow groups to exchange their rough cut with additional groups so that they can get more feedback and suggestions for improvement. |
|  |  | Class Period 8 |
| 12 | 30 | Culminating Project Work: Finalizing the Rough Cut  Instruct students to meet in their groups and discuss any changes they might want to make based on the feedback they received from their peers. Then have students get right to work making any final changes to their rough cut.  Have each group save the rough cut of their video project where you will be able to review it, either on the school network or on a DVD.  Assess the rough cut of each video using Teacher Resource 12.1, Rubric: Documentary Video. Be sure to include specific comments about what the students did well and what they can improve. Also assess the completed voice-over narration using Teacher Resource 12.5, Assessment Criteria: Voice-Over Narration.  With a rough cut of their video in hand, students are ready to begin the video refinement process introduced in the next lesson. |
| 13 | 20 | Reflection: Key Learning Objective  Students reflect on whether they met a specific learning objective for this lesson.  Prior to class, prepare to project Teacher Resource 12.6, Prompts: Learning Objective Reflection (separate PowerPoint slide), during this activity.  Note: If your students need more practice and guidance with reflection, return to Teacher Resource 4.4 in Lesson 4.  Write the following learning objective on the board:  Demonstrate the ability to edit raw video footage in a timeline.  Project Teacher Resource 12.6, Prompts: Learning Objective Reflection. Tell students to choose one of the prompts and think about it in connection with the learning objective on the board. They should then write their reflection in their notebook.  Give students a few minutes to write down their thoughts. Ask for a show of hands to see who chose the first prompt. Place these students in pairs or triads to compare their reflections. Do the same for each of the other prompts. Their task is to choose the reflection that is most complete, on topic, and thoughtful.  Ask a member of each group to share the reflection that the group feels best fits these criteria. Generate a brief class discussion to help students develop their metacognitive skills. Complete this activity by reminding students that this type of practice will help them when they have to complete professional self-evaluations in their internships or jobs. If your students are participating in NAFTrack Certification, it also prepares them for the reflection component of the culminating project. |

Extensions

Enrichment

* Ask students to watch examples of rough cuts from previous classes and evaluate them using the rubric. They are likely to notice that some rough cuts are more fully developed than others. Next, have them compare the rough cut to the final video, and ask them to evaluate whether they find any correlation between how developed the rough cut is and how well the final meets expectations. (They are not likely to find a clear correlation.)
* Have students create “green screen” special effects for their video. Refer students to the [How to Make a Green Screen](https://www.mediacollege.com/video/special-effects/green-screen/), which will guide them through planning the studio setting,building the green screen, lighting the green screen, and incorporating green screen footage into their videos**.**
* Give students a list of recommended readings and suggest that they write a paragraph in their notebook summarizing the reading they choose. 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?
  + [How to Make Lower Thirds in Canva](https://www.youtube.com/watch?v=KFtejwslfDU)
  + [How to Make Animated Lower Thirds in Adobe](https://makeitcenter.adobe.com/en/blog/how-to-make-animated-lower-thirds.html)
  + [Five Easy VFX Under 5 Minutes (Premiere Pro)](https://www.youtube.com/watch?v=Gpx24coOP5U)
  + [Three Hollywood Effects in Premiere Pro](https://www.youtube.com/watch?v=A1fKo3hjS4Y)
  + [Video Transitions](https://www.mediacollege.com/video/editing/transition/)
  + [Types of Video Transition](https://www.mediacollege.com/video/editing/transition/types.html) ([Cuts](https://www.mediacollege.com/video/editing/transition/cut.html), [Fades](https://www.mediacollege.com/video/editing/transition/fade.html), [Crossfades](https://www.mediacollege.com/video/editing/transition/crossfade.html), [Wipes](https://www.mediacollege.com/video/editing/transition/wipe.html), [Digital Effects](https://www.mediacollege.com/video/editing/transition/digital-effect.html), [Natural Transitions](https://www.mediacollege.com/video/editing/transition/natural.html))
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  + [Jump Cuts](https://www.mediacollege.com/video/editing/transition/jump-cut.html)
  + [Sound Track: Narration Sensation](https://www.videomaker.com/article/c4/3604-sound-track-narration-sensation)
  + [Narration Writing](http://www.videomaker.com/article/1798/)
  + [Voice-over](http://en.wikipedia.org/w/index.php?title=Voice-over)

Cross-Curricular Integration

* English Language Arts, History, Journalism, Chemistry, Biology: The video documentary project can draw from any academic subject in the students’ curricula. Encourage students to explore ways to link their work in this class with work in another class. Possible examples include:
  + English Language Arts: Write a voice-over narration to accompany a filmed adaptation of a favorite work of literature.
  + Music: Compose or select music that would be suitable for use in a video project like this one.