Project 1
Video production basics

Timing: 3 to 5 hours

Project overview

To produce quality videos, students need to understand how digital videos are shot and the overall workflow. Students develop video production skills through creating an introductory video project, evaluating effective uses of video shot techniques, and building a video sequence. Students apply the skills and understanding they gain in this project to creating digital videos and designing client products in succeeding projects. Students focus on learning about a variety of video shots and using Adobe Premiere Pro CS6 to edit a series of clips into a cuts-only, coherent short video.

Student product: Short video sequence and shot techniques document

Note: Portions of the Video production basics project align to the Adobe Certified Associate, Video Communication objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam are referenced with the following format: [1.1]

Project objectives

At the completion of the project, students will have developed the following skills:

Project management skills

- Managing video clips
- Organizing and planning a sequence
- Creating an original sequence
- Identify audience, purpose, and goals

Design skills

- Identifying shot techniques
- Understanding the digital video workflow
- Using music to enhance a story

Research and communication skills

- Understanding files types
- Understanding copyright issues
- Communicating with group members

Technical skills

Adobe Premiere Pro

- Understanding the Adobe Premiere Pro workspace
- Importing video and audio files
- Using the Storyboard feature in the Project panel
- Adding, moving, deleting, and trimming clips in the Timeline panel
- Editing using cuts-only techniques (Selection, Rolling, and Ripple tools)
- Adding audio
- Exporting an uncompressed video file

© 2012 Adobe Systems Incorporated

Project materials

- Adobe Premiere Pro CS6 installed on all machines
- Guide: Introduction to digital video
- Guide: Principles and rules of copyright
- Adobe Premiere Pro guide: Overview of Adobe Premiere Pro CS6 workspace
- Adobe Premiere Pro guide: How to import files
- Adobe Premiere Pro guide: How to manage media in the Project panel
- Adobe Premiere Pro guide: How to create a storyboard in the Project panel
- Adobe Premiere Pro guide: How to work with clips in the Timeline panel
- Adobe Premiere Pro guide: How to trim clips in the Timeline panel
- Adobe Premiere Pro guide: How to create standard image, video, and audio files

Background preparation resources

- Technical and content information
- Key terms
- ISTE NETS*S Standard for Students
- Adobe Certified Associate, Video Communication objectives

Project steps

Analyzing shots

(Suggested time: 50–100 minutes)

1. Introduce students to goals of the project
   - Understand the video production workflow.
   - Explore and document video shooting techniques and vocabulary.
   - Investigate how audience, purpose, and goal impact a final video product.
   - Transform clips into a coherent video sequence.
   - Understand different video mediums, formats, and file types.

2. Explain that there is a basic workflow to creating videos and that this workflow will become second nature to them after several cycles.[1.4]

   Pre-production
   - Write a script
   - Plan the production and shots.

   Production
   - Shoot the video.
   - Capture (transfer) the video and import other assets (music, still images, graphics, etc.).

   Post-production
   - Build an edited video by selecting, trimming, and adding clips.
   - Include transitions, apply video effects, and layer (composite) clips.

 © 2012 Adobe Systems Incorporated

- Create text, credits, or basic graphics.
- Add audio: narration, music, or sound effects.
- Mix multiple audio tracks and use transitions and special effects on audio clips.
- Export finished project to a digital file, video files for Internet playback, or a DVD.

Note: Audio can also be the first thing you lay down when editing a video.

3. Show students a variety of video clips and help them identify how each shot differs and changes to tell a story.[2.2]

   Note: You might gather some clips showing popular video sequences prior to this activity.

4. Let students know they will analyze a variety of video clips to identify the shot techniques involved. As you display each clip, ask the students to identify the shot techniques (some shots employ more than one) and to explain how they think this technique could impact a video. Some shot techniques include:
   - *Medium shot:* A shot wide enough to see the subject in the surrounding space, providing some context.
   - *Wide shot:* Allows the audience to see a large area. Called an establishing shot when used to establish location.
   - *Close-up:* Shows details such as facial expression.
   - *Extreme close-up:* So close it may take the audience a moment to figure it out; provides striking visual detail.
   - *Long shot:* Shows the entire object or human figure and is usually intended to place it in some relation to its surroundings.
   - *Over the shoulder:* A shot taken from the perspective of looking over a person's shoulder. This shot is common for an interview where two characters are having a discussion.
   - *Point of view shot:* Shows what the character is looking at.
   - *Trucking shot:* Moves with the action.
   - *Cutaways:* Help with jump cuts to distract the audience from the edit and smooth the transition between edited sequences, such as crowd reaction or the scoreboard at a sporting event.

   Guide: Introduction to digital video [2.2]

   Note: Using the resources in the *Background preparation section* and your own video clips, prepare clips that display the shot techniques.

5. While going over the shots, ask students to create a document with the shot term, a description of it, and how the shot might impact a video.

Creating a video

(Suggested time: 100–150 minutes)

6. Ask students to create a short video by selecting clips and editing the clips together. Discuss the importance of audience, purpose, and goals of a video.[1.1, 1.2] It may be helpful to assign students themes to approach their clip selection and video sequence. Suggested themes include:
   - A local news team is reporting a story.
   - A movie director is shooting the trailer for a movie.

- An adventure tourism website is creating a feature to lure tourists to the area.

Note: You might use clips from the shot identification exercise or download free clips from sources like PBS, United Streaming, or iTunes.

7. Have each student create a plan, on paper, for the sequence in which they want the clips to appear and select music to accompany their sequence.

8. Because the students are using materials they did not create, discuss the importance of gaining permission for work used and for protecting their work. Discuss copyright rules, fair use guidelines, and intellectual property. Instruct students to copyright the audio and video clips they use in their document.

Note: Depending on your students' knowledge of copyright issues, you may want to discuss some or all of the following:

- When permission must be obtained
- The difference between copyrighted material, fair use, intellectual property, and derivative works
- The methods use to indicate content is copyrighted

Guide: Principles and rules of copyright [1.3]

9. To organize and learn the basics of putting their clips together, introduce the tools, panels, and functions of the Adobe Premiere Pro interface. Demonstrate how to organize and customize the interface. Have the students import the clips into Adobe Premiere Pro and begin to assemble them into a video. Demonstrate how to use the storyboard feature. Demonstrate techniques for inserting and removing clips.

Adobe Premiere Pro guide: Overview of Adobe Premiere Pro CS6 workspace [3.1, 3.2, 3.3]

Adobe Premiere Pro guide: How to import files [4.1]

Adobe Premiere Pro guide: How to manage media in the Project panel [4.2]

Adobe Premiere Pro guide: How to create a storyboard in the Project panel [4.2]

Adobe Premiere Pro guide: How to work with clips in the Timeline panel [4.2]

Note: You might want to introduce some key terms for video production, such as sequence, In point, Out point, CTI, time ruler, timecode, keyframe, title-safe margin, and action-safe margin.[3.2]

10. Using the "I do, we do, you do" method, demonstrate how to create cuts-only edits (Selection, Rolling, and Ripple tools) and have the students apply these edits to their videos.

Note: You might want to discuss the differences between the trim tools, ripple edits, and rolling edits.[4.3]

Adobe Premiere Pro guide: How to trim clips in the Timeline panel [4.3]

11. Explain that students should insert at least one music clip into the video. Using the "I do, we do, you do" method, demonstrate how to insert a music clip into the video.[4.4]

12. Allow students time to assemble and edit their videos by using the Storyboard feature and the Timeline panel based on their plans. Have them add an audio track that best supports their theme.

 © 2012 Adobe Systems Incorporated

13. Discuss options for exporting video to different mediums and formats, file types, and the need for the various formats.[5.1] Some things to cover include:
    - Export options (frame, series of frames, clip, and entire sequence)
    - Output (audio-only, video-only, and audio/video)
    - File types (AVI, MPEG-2, etc.)
    - Formats (Internet, computer, DVD)
    - Compression and codecs

14. Instruct the students to export their edited video sequence as a basic uncompressed video file.

    Adobe Premiere Pro guide: How to create standard image, movie, and audio files [5.2]

Presenting their work

(Suggested time: 50–100 minutes)

15. Select some students, equally representing each scenario, to present their final video sequences to the class. Ask students to include information on how the audience, purpose, and goals impacted the way they sequenced the clips and how they impacted the musical selection.[2.6]

Extension activities

You can extend the project in the following ways:

- *Video analysis:* Examine parody videos from video sites such as YouTube and identify the elements changed from the original to create a parody.
- *Shot techniques:* Ask students to select their favorite video segment and identify the shots used in it.

Assessment

- Project rubric

Background preparation resources

General

- Review the student step-by-step guides referenced in this project.
- For more advanced video production resources, including sample projects with multimedia assets and video tutorials, visit the Video Production Resource Center: www.adobe.com/go/hedvideoresources
- To view video tutorials aligned with the skills required to complete this project, visit the Digital Video CS6 show on Adobe TV: http://tv.adobe.com/show/digital-video-cs6/
- For more teaching and learning resources on video production and other topics in this project, search for resources from the community on the Adobe Education Exchange: http://edexchange.adobe.com
- For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Adobe Premiere Pro Help.

- You might supplement this project with the following video production books:
  - Aronson, I. (2006). *DV Filmmaking from Start to Finish*. Sebastopol: O'Reilly Media, Inc.
  - Millerson, G. (2008). *Video Production Handbook, Fourth Edition*. Burlington, MA: Focal Press. Specifically review Chapter 3, the picture-making basics, to learn about taking persuasive shots to influence the audience.
- A site with more information on copyright: Stanford University Copyright & Fair Use Center: http://fairuse.stanford.edu/.

Video shot techniques

- Shoot to edit techniques that will help make a professional-looking final product: www.videoforums.co.uk/reviews/features/shoot-to-edit-a-guide-to-using-your-camcorder-a184.html.
- An article detailing common video shots: www.videomaker.com/article/7575/.

Editing

- Creating cuts-only edits in a camcorder: www.videomaker.com/article/7252/.
- How to shoot with editing, theme, and audience in mind; features the video production process from start to finish: www.videomaker.com/article/1691/.

Storyboarding

- Video basics, including a description of storyboarding and its importance: www.medialit.org/reading_room/article3.html.
- A theoretical approach to storyboards: www.ibiblio.org/ism/articles/huffcorzine.html.

Video clips

- List of all free video downloads available from iTunes: www.itsfreedownloads.com.
- Free online video streaming service: www.youtube.com.
- Free streaming and downloadable video segments from the PBS series Religion & Ethics Newsweekly: www.thirteen.org/edonline/accessislam/video.html.
- Free streaming and downloadable video segments from the PBS series Wide Angle: www.thirteen.org/edonline/wideangle/video_bank.html.
- Photos, music, text, and video that can be legally shared and reused for free: http://search.creativecommons.org.

Key terms

- clips
- close-up
- copyright
- cutaway
- cuts-only edits
- export
- extreme close-up
- fair use
- intellectual property
- long shot
- medium shot
- over the shoulder shot
- point of view shot
- storyboard
- Timeline panel
- trucking shot
- video production workflow
- video sequence
- wide shot

© 2012 Adobe Systems Incorporated

ISTE NETS*S Standard for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation

   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.

2. Communication and Collaboration

   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

3. Research and Information Retrieval

   Students apply digital tools to gather, evaluate, and use information. Students:

   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

5. Digital Citizenship

   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   a. advocate and practice safe, legal, and responsible use of information and technology.

6. Technology Operations and Concepts

   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

   a. understand and use technology systems.
   b. select and use applications effectively and productively.

Adobe Certified Associate, Video Communication objectives

1.1 Identify the purpose, audience, and audience needs for preparing video.

1.2 Identify the video content that is relevant to the project purpose and appropriate for the target audience.

1.3 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).

1.4 Demonstrate knowledge of the production planning and management process.

2.2 Identify general principles for video shooting.

2.6 Communicate with others (such as peers and clients) about design and content plans.

3.1 Identify elements of the Adobe Premiere Pro interface.

3.2 Identify the functions of Adobe Premiere Pro interface elements.

3.3 Organize and customize the Adobe Premiere Pro workspace.

4.1 Import media assets (video, image, and audio files).

4.2 Organize and manage video clips in a sequence.

4.3 Trim clips.

4.4 Manage sound in a video sequence.

5.1 Demonstrate knowledge of export options for video.

5.2 Demonstrate knowledge of how to export video from Adobe Premiere Pro.

Assessment

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Video – content	Absent, incomplete, or unfocused.	Video tells a story and addresses a theme (news report, movie trailer, or tourism video). Video clips include proper copyright notation.	Video is clear and compelling. Video is clearly made for a theme (news report, movie trailer, or tourism video). Video clips include proper copyright notation. Selected music enhances and supports the video theme.
Video - technical	Absent, incomplete, or unfocused.	Video includes two types of cuts-only edits and a music clip, and is successfully exported as an umcompressed video file.	Video includes two or more cuts-only edits and a music clip, and is successfully exported as an umcompressed video file.
Document	Absent or incomplete.	Provides shot term and shot description. Provides a written rationale of how the shot might impact a video.	Provides shot term and clear and precise shot description. Provides a clear rationale of how the shot might impact a video and supports the rationale with examples from the clips analyzed in class.

 © 2012 Adobe Systems Incorporated