

# Video Production

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This unit gives students the opportunity to discover the importance of images in storytelling through video production. Students will analyze video clips to identify visual cues and shot sizes (close up vs. wide) that help them to understand the story and think about how each is useful to visual storytelling. They then work collaboratively to storyboard a commercial to advertise a product of their choosing and finally present their storyboards. At the end of the unit, students will be able to explain the importance of storyboarding and film/edit a digital media production.



**Background information on unit development:** In order to help others who are interested in this topic understand a bit more about what you created, we will write a short introduction to each unit and provide some images, in addition to posting the completed units on the Cape Cod Regional STEM Network website ([www.capecodstemnetwork.org](http://www.capecodstemnetwork.org)). Please help us by answering the question below after you have completed your unit.

**1. Please provide us some background information on the unit development**

Who helped to create this unit?

Names	School (Grade/course taught)
Ryan Doughty	Bourne Middle School (Grade 5/Math & Science)

What were some sources of inspiration for this unit?

Cape Code Media Center

What's the most important lesson you learned as you created this?

Working with the Cape Cod Media has helped to show how valuable of a resource integrating video into my classroom can be. Video production allows for the students to communicate dramatic information, ideas, moods, and feelings through the making and producing of films and videos.

**2. Please also provide information about the unit that will help us write a brief introduction to your unit:**

In your own words, what are you hoping students learn—big picture—through this unit?

The goal is for the students to learn the importance of storyboarding and storytelling to effectively communicate an idea.

What real world experiences did you incorporate? What science standards or requirements were you trying to emphasize?

- Use various media and technology to convey messages and meaning
- Work interactively, co-operatively and collaboratively to plan and create
- Engage in critical reflective thinking as part of the decision-making and problem-solving process

How would you say that this unit “matters” to the STEM community? Or to our community on Cape Cod? Or to the larger community?

We live in a world where every day digital media becomes more important as a means for receiving, producing, sharing, and broadcasting information. Everything is at everyone's fingertips at any given moment. Tools and resources needed for digital media are easily accessible by all. Tomorrow's professions and leaders will need to know how to use digital media to persuade others and tell new and effective stories. Knowledge of video production, broadcasting, and media presentation is a new powerful literacy.

## Stage 1 Desired Results

### MA STE Standards

Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.

Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation

G6-8: 1.24 Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).

G6-8: 3.7 Plan, design, and develop a multimedia product to present creative ideas effectively.

### ESSENTIAL QUESTIONS

- *What is a storyboard?*
- *How do you create a storyboard as a guide to video storytelling?*
- *How does combining multiple forms of media impact the effectiveness of communicating a message?*

### UNDERSTANDINGS

- *Students will understand the importance of the storyboard to get the best results in video footage.*
- *Students will learn how to generate ideas, brainstorm ideas, and create a map of how the project will progress.*
- *The effective combination of various types of media into a single presentation improves the message communication*

### TRANSFER

- *Students will be able to independently use their learning to collaborate on creating an original storyboard for their commercial*

### Cross-Curricular Connections

CCSS.ELA-LITERACY.CCRA.W.4  
CCSS.ELA-LITERACY.CCRA.W.5  
CCSS.ELA-LITERACY.CCRA.SL.1

## Stage 2 Evidence

### Formative Assessment Ideas

- Presentation of commercial storyboards

### Summative Assessment Ideas

- Shoot, edit and produce commercial

## Stage 3 Learning Plan

### Summary of Key Learning Events and Instruction

- Intro video and discussion on storyboarding
- Demonstration of finished storyboard with familiar story. (i.e- goldilocks)
- Create storyboards for their commercial
- Present storyboards
- Shoot, edit and finalize commercial.

<p><b>Introductory Lesson</b> Lesson that introduces the content. More teacher directed</p>	<p><b>Constructing Lesson</b> Lessons that engage students in building and linking together understanding. Guided/collaborative. Student/teacher or partners/small group</p>	<p><b>Practice Lesson</b> Lessons or activities that students can complete relatively independently</p>	<p><b>Assessment Lesson</b> Formative: Check-ins along the way to see if students “get it” Summative: Students showing what they know, when you feel they are ready</p>
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### Stage 3 Learning Plan

#### Summary of Key Learning Events and Instruction

Lesson Name	Type (Introductory, Constructing, Practice, and Assessment)	Content Addressed	Standards Included (by number)
Storyboarding	Constructing lesson	Storytelling through storyboarding	
Lighting	Construction lesson	Basics of lighting	
Rule of thirds	Construction lesson	Importance of positioning in shooting	
Action	Construction Lesson	Filming and editing a commercial	

## Lesson#1: Storyboarding

**Overview of the Lesson:** Students will think of a product to advertise. It can be new, existing, or imaginary. They will brainstorm for product ideas and then develop storyboards for each scene in the commercial.

**Time (minutes):**90 minutes

**Standard(s):** What standards (s) will be the focus of the lesson?

- CCSS.ELA-LITERACY.CCRA.SL.1
- CCSS.ELA-LITERACY.CCRA.W.4
- CCSS.ELA-LITERACY.CCRA.W.5

**Essential Question(s):** What essential questions will be addressed in this lesson?

- What is storyboarding?
- How do you create a storyboard as a guide for storytelling?

### Science Objectives

#### Instructional Materials/Resources/Tools

- Intro to storyboarding video
- Storyboard template

**Assessment:** Students work in groups to develop their own storyboards for a commercial that they will present.

#### Science and Engineering Practices included (in bold):

1. Developing and using models
2. Analyzing and interpreting data
3. Obtaining, evaluating, and communicating information

#### Lesson Details, including but not limited to:

##### Lesson Opening (Engagement Strategy)

“Hook” - Intro to Storyboarding video <https://www.youtube.com/watch?v=RQsvhq28sOI>

Followed by discussion on 1.) what is storyboarding? 2.) who storyboards? 3.) What are the parts of a storyboard? (i.e panel, arrows...etc) and 4.) what is the ultimate goal of storyboarding? (planning and communication)

##### During the Lesson

Coming up with ideas and mapping them are the most important components of video production. In this lesson, students brainstorm ideas for

advertising a product of their choosing. To help students understand the importance of having a plan, they then make a 30 second commercial about the object. This also gives them practice in visual storytelling. This activity can be done individually or in groups of two. Each student/group comes up with at least 6 key storyboard scenes to frame the commercial and organize their ideas visually to share them with others for additional input.

### **Lesson Closing**

Use informal observation to assess students' comprehension of story structure during discussions by watching students as they sequence stories using the storyboards.

Students will present the storyboards they worked on in their groups, explaining which parts are the beginning, middle, and end as they do so. This will allow you to assess understanding of the parts of a story.

## Lesson #2: Lighting

**Overview of the Lesson:** In this lesson, students learn about shooting in different lights and their purpose. It is important to find good natural light, learn ideal situations and times of day to shoot, and discover tips for better lighting. The lesson covers studio lighting and camera lighting options.

**Time (minutes):** 90-120 minutes

**Standard(s):**

**Essential Question(s):**

- What is the function of light?
- How does lighting affect mood?

**Science Objectives**

**Instructional Materials/Resources/Tools**

- Lighting equipment, reflector kits, mobile lights
- Premiere pro
- Camcorder

**Assessment:** Students light an interview naturally. They also diffuse light and reflect natural light on the subject.

**Science and Engineering Practices included:**

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Designing solutions
5. Obtaining, evaluating, and communicating information

**Lesson Details, including but not limited to:**

**Lesson Opening**

<https://www.youtube.com/watch?v=R24pNW60OEQ> (science of light excerpt ted talk)

[https://www.ted.com/talks/danielle\\_feinberg\\_the\\_magic\\_ingredient\\_that\\_brings\\_pixar\\_movies\\_to\\_life?language=en](https://www.ted.com/talks/danielle_feinberg_the_magic_ingredient_that_brings_pixar_movies_to_life?language=en) (entire ted talk, more of a focus on STEM, Video Production and career applications)

Go over the basics of lighting with the class, including the use of natural light, three-point lighting setups, how lighting affects the mood of the scene.

Explain how mobile lighting is ideal in documentaries and situations when you don't have control of an environment.

### **During the Lesson**

Have students practice lighting objects on a table with three different light sources. They should take pictures of the objects and compare how the different lighting options affect the mood and feel of the scene.

Explain the differences and tips for lighting with a green screen.

### **Lesson Closing**

Have students make a lighting plan and then shoot a 60 second interview and light it naturally. Guide the students in diffusing and reflecting light on the subject and experiment with color and other filters.

Or ....

Have students shoot a 30 second action scene using mobile lighting.

## Lesson #3: Rule of Thirds

**Overview of the Lesson:** In this lesson, students learn how to create shots to let viewers know where the story is taking place and how to convey action sequences and emotional or detailed scenes.

**Time (minutes):** 40-60 minutes

**Standard(s):**

**Essential Question(s):**

- How does the composition of a shot communicate its image to the viewer?

**Science Objectives**

**Instructional Materials/Resources/Tools**

- Premiere pro
- Camcorder

**Assessment:**

**Science and Engineering Practices included:**

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Obtaining, evaluating, and communicating information

**Lesson Details, including but not limited to:**

**Lesson Opening**

<https://www.youtube.com/watch?v=XeKy2SvYpdU> (rule of 3rds intro)

**During the Lesson**

Discuss tips and techniques of using rule of thirds. Stress it's a guide and not an actual rule. Explain the importance of the plan, placement/arrangement of subjects and the rule of thirds.

**Lesson Closing**

Students take turns shooting each other in different poses. (Some examples include framing a landscape scene, framing a sit-down interview, and shot where movement is involved). Students try to incorporate and use correctly wide, medium, and close-up shots. Students practice manipulating the focus area to keep viewers focused on what you want them to see.

## Lesson #4: Action

**Overview of the Lesson:** Students will use their storyboards to film and edit a commercial.

**Time (minutes):** 180 minutes

**Standard(s):**

- G6-8: 1.24 Create a multimedia presentation using various media as appropriate

**Essential Question(s):** What essential questions will be addressed in this lesson?

- How can camera techniques influence the viewer?
- How can lighting affect the producer's intent and the viewer's opinion of the subject?

**Science Objectives**

**Instructional Materials/Resources/Tools**

- Premiere Cut Pro
- Entry-level camcorder
- Tripod

**Assessment:** Students showcase their work in class, which is reviewed by peers for constructive feedback

**Science and Engineering Practices included:**

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Obtaining, evaluating, and communicating information

**Lesson Details, including but not limited to:**

**Lesson Opening**

Students will learn to use a camcorder, using multiple angles and techniques to shoot the commercial the storyboarded the previous lesson.

**During the Lesson**

Once done shooting, students will gain a basic understanding of story editing using premiere pro. Students will set up a timeline similar to their storyboard, develop a rough cut that tells a story and crafts a message, create the final cut including any visual effects/graphics/audio.

**Lesson Closing**

Students present their finalized product to classmates for feedback.

Project Name: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

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

## Storyboard Rubric

CATEGORY	5	3	1	0	Score
<b>Concept</b>	Team has a clear picture of what they are trying to achieve. Each member can describe what he or she is trying to do and generally, how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
<b>Storyboard</b>	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video.	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.	
<b>Clarity and Neatness</b>	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking many questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking many questions.	

<b>Cooperation</b>	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves.	Worked cooperatively with partner most of the time, but had one problem that required adult intervention.	Worked cooperatively with partners some of the time, but had several problems that required adult intervention.	
<b>Content</b>	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.	
<b>Required Elements</b>	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements were missing from the storyboard.	