

Lights, Camera, Literacy!
High School Edition
Lesson Plan #10

Topics:

Green Screen Productions

Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will experiment with using green screens and chroma-key.

Students will share and critique their green screen projects.

Materials:

Journals

LCD projector or Promethean Board

Collapsible Green Screens

Video Cameras w/ SD Cards & Tri-Pods

Computers with Editing Software (and chroma-key function)

Teacher Thumb Drive

HANDOUTS:

Green Screen Experiment

Storyboards

New Vocabulary: Establishing Shot, Full Shot, Medium Shot, Close Up, Cutaway, Cut-In

Sequence of Events:

I. Journal Writing (15)

Prompt: **What was your reaction to learning about sound stages, locations, and green screens?**

I. Green Screen Projects (60)

1. Remind students that even though they are not telling a story in this project, they still need to have a plan for their sequence of shots to ensure continuity. Again, it's important to include a variety of camera angles: **ESTABLISHING SHOT, FULL SHOT, MEDIUM SHOT, CLOSE UP, CUT AWAY, CUT-IN**
2. Students create their storyboards and shot lists.
3. Students film their green screen productions.
4. Students import their filmed clips from the SD cards into their editing software.

II. Edit and Export Green Screen Projects (100)

1. Review the rubric on the *Green Screen Experiment Handout* with students. Remind students of the importance of including sound effects and music as a way to enhance their visual effects.

HANDOUT: *Green Screen Experiment*

2. Students work in groups to edit and complete their projects.
3. Direct students to export their completed green screen projects. Save each film on a thumb drive so projects can be easily presented to the whole class on the Promethean board or overhead.

III. Present & Critique (20)

(Teachers: use the rubric on the *Green Screen Experiment Handout* to grade projects as students present their work.)

1. Review ground rules for critique:

Use respectful tone and language. No put downs.
Be constructive. Be honest and open. Foster an understanding of diversity and style. This is an opportunity to share, discuss, ask questions, and become better and better filmmakers!

2. Each group shows their segment.
3. **VERY IMPORTANT...** Take comments from the class using the following two-part structure:

First discuss what works. Everyone will be learning film-making techniques from each other via these critique sessions and they will want to add more and more skills to their own film-making "toolbox."

Next ask what could be improved and how. Allow time to discuss these suggestions. Make sure each group understands that they may use any or none of these suggestions in future work. The final decisions fall with each film-making team.

IV. Reflection (10)

1. Direct students to the hanging chart paper labeled:
What have you learned about using green screens and chroma-key?
2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-its with the class, so students have a sense of what was learned that day. Make sure to clear up any misconceptions.