## Lights, Camera, Literacy!
## High School Edition
## Lesson Plan #3

**Topics:**
Journal Writing
Re-Film Conflict Scene
Video Editing

**Outcomes:**
Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will work as a team to re-film their conflict scenes.
Students will edit their video.
Students will watch and critique revised conflict scenes.

**Materials:**
Journals
LCD projector or Promethean Board
Chart paper and Post-its or Promethean Board
Video Cameras w/ SD Cards & Tri-Pods
Computers with Editing Software
Teacher Thumb Drive

**HANDOUTS:**
      Conflict Scene Rubric
      Shot List
      AFI Glossary of Film Shots (in student folders)
      Storyboard (in student folders)

**New Vocabulary:** Shot List, Editing, Import, Title Slide, Transition, Footage, Rough Cut, Export, .mp4, .mov

**Sequence of Events:**

**I.** <u>Journal Writing</u> **(15)**

Prompt: **How do you feel about your conflict scene production? What do you like? What would you improve if you could?**

Collect word wall posters before starting today's journal prompt. Save these to display on the word wall as new vocabulary is introduced throughout the semester.

**II.** <u>Re-film Conflict Scene</u> **(45)**

1. Direct students to create a **SHOT LIST** which shows every camera placement needed to film the shots on their storyboards. Tell students, just like professional filmmakers, they are on a tight schedule and have limited time to complete their filming. They need to be serious and focused and follow their pre-production storyboards.

2. Groups use their newly created storyboards to re-film their conflict scenes.

**III.** <u>Import Footage and Begin Editing a Rough Cut</u> **(75)**

1. Introduce the **EDITING** software by demonstrating how to **IMPORT** and store footage. Also, demonstrate how to make basic cuts, add **TITLE SLIDES** and **TRANSITIONS**.

2. Direct students to import their **FOOTAGE** from SD (memory) cards and begin editing a rough cut of their scenes.

   (**Tip:** It's always helpful to have groups import their footage into the computers from the cameras (SD cards) the <u>same day</u> they shoot)

3. Hand out the Conflict Scene Rubric to students and review the listed requirements. Allow students time to edit their **ROUGH CUTS**.

## IV. <u>Export Completed Films</u> (20)

1. Demonstrate how to **EXPORT** completed work as either an **.MP4** or **.MOV**.

2. Direct students to export their completed edited conflict scenes. Save each film on the teacher's thumb drive.

## V. <u>Present & Critique</u> (40)

1. Set 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.
   (A hundred people could interpret the scene a hundred different ways!). 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.

Explain to students that filmmakers have always been inspired by the techniques and styles of other filmmakers and are free to apply them in their own revised films.

VI. <u>Reflection</u> (15)

1. Direct students to the hanging chart paper labeled:

   **What have you learned about using film editing software?**

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.