

# Project 2

# Action events

Timing: 3 to 5 hours

## Project overview

Capturing live action events helps students focus on shooting techniques and storytelling as they bring the events to life. To introduce students to shooting with a camera, they work in teams to shoot an event. Then individually, they edit their action footage and create a final short video. Students learn to set up various kinds of shots and create a video that evokes the feelings at the event. In the process, students engage in the pre-production, production, and post-production workflow of creating a video.

*Student product:* Action event video

**Note:** Portions of the Action events 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: <sup>1.1</sup>

## Project objectives

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

### Project management skills

- Developing a shot list
- Planning a shot for an action event
- Organizing and managing a sequence
- Logging and managing clips

### Design skills

- Identifying general principles for video shooting techniques
- Identifying and designing for audience, purpose, and goals
- Learning video shooting techniques:
  - Rule of thirds
  - Wide and tight shots
  - Follow action
  - Zooms and pans
- Using natural sound to enhance a story
- Creating match edits (tight and wide of the same subject)

### Research and communication skills

- Understanding files types
- Understanding copyright issues
- Selecting appropriate content
- Communicating information to audiences

### Technical skills

#### *General*

- Shooting mix of shots
- Shooting shots with natural sound

#### *Adobe Premiere Pro*

- Capturing video
- Using the Source Monitor
- Inserting and overlaying clips
- Applying basic transitions
- Incorporating sound
- Exporting video

## Project materials

- Adobe Premiere Pro CS6 installed on all machines
- Guide: Introduction to digital video
- Guide: Video shooting tips
- Guide: Script-to-screen video production workflow
- Worksheet: Shot list
- Adobe Premiere Pro guide: How to capture video
- Adobe Premiere Pro guide: How to apply and adjust video transitions
- Adobe Premiere Pro guide: How to use editing tools in the Source Monitor
- Adobe Premiere Pro guide: How to create standard image, movie, and audio files
- Guide: Peer review

## Background preparation resources

- [Technical and content information](#)
- [Key terms](#)
- [ISTE NETS\\*S Standard for Students](#)
- [Adobe Certified Associate, Video Communication objectives](#)

## Project steps

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### Planning a video sequence

(Suggested time: 25–50 minutes)

1. Introduce students to goals of the project.
  - Capture video of a live event.
  - Explore and understand general principles for video shooting techniques.
  - Investigate how to capture action.
  - Capture ambient sound.
  - Create a video documenting an action sequence.
2. Show students video clips of action events and help them identify successful techniques for engaging the audience and capturing action.<sup>1.1, 1.2</sup>

**Note:** You might gather some clips showing popular action sequences prior to this project (such as sporting events, car chases, musical or theatrical events).

3. Explain to students that they will work in teams to shoot an action event (sporting, music, etc.). Provide students with guidelines for the final videos, such as:
  - The video must include 10-20 shots.
  - They must submit a shot list.
  - The video should be 2-3 minutes in length.
  - The video must incorporate natural sound clips from the event.

**Note:** In preparing for this project, you might need to investigate your school’s policy about filming school events. For example, do the students need to obtain student release forms to film the participants and the event? If needed, ask students to obtain permission to record on school grounds and gather releases from anyone who might be recorded.<sup>1.3</sup>

4. Introduce tips and techniques for shooting video and capturing audio.<sup>2.2, 2.4</sup> In your discussion, you might include:

- Operating the camera
- Supporting the camera (tripods, shoulder, hands, and so on)
- Changing lens angles to capture shots
- Composing video (rule of thirds, framing, and so on)
- Providing lighting
- Using natural sound

*Guide:* Introduction to digital video

*Guide:* Video shooting tips<sup>2.2, 2.4</sup>

**Note:** Adobe CS6 Production Premium contains new tools to more efficiently manage the script-to-screen video production workflow. Based on your equipment capabilities, consider how you can integrate Adobe Prelude to log and ingest footage, add metadata, and create rough cuts to speed up the production, post-production, and publishing workflow.

*Guide:* Script-to-screen video production workflow<sup>1.4</sup>

5. Organize students into groups and have them plan their goals for the video and select the event they will shoot.

6. Ask students to create a shot list identifying the shots that will best showcase that event. They should also identify the goals of the video in their shot list. Encourage them to consider the types of shots they learned about in Project 1 and how they might apply them in this project. Explain that a shot list is a pre-production tool and that they may take additional, unplanned shots as the situation unfolds. Instruct them to document any new shots on their shot list.

**Note:** If it is not possible for students to choose and shoot an event outside of class, arrange a class trip to a school event for students to all capture the same event.

*Worksheet:* Shot list<sup>1.4</sup>

### Developing content for a video segment

(Suggested time: 50–100 minutes)

7. Ask student groups to attend the selected event and capture video according to their shot lists. Explain the advantages of going to the event location ahead of time to plan the where they will film. Remind the groups that several shots in their final video must include natural sound from the event.

8. When the students return with their unedited footage, use the “I do, we do, you do” method to demonstrate how to log clips and capture video.

*Adobe Premiere Pro guide:* How to capture video<sup>4.1</sup>

## Editing and applying transitions

(Suggested time: 50–100 minutes)

**9.** Introduce the concept of applying transitions. Show video clips and help students identify successful uses of transitions. In your discussion you might include: <sup>2.3</sup>

- The use of restraint when introducing transitions. Explain that TV news stories mostly use cuts-only edits because of time and because too many transitions can be distracting.
- The use of transitions to serve a purpose and not just to look “cool.”
- When and where transitions occur in a story. For example, in Star Wars movies, the purpose is literally to transition across space and time.

**Note:** You might gather some clips showing popular video sequences prior to this activity to give examples of appropriate and inappropriate uses of transitions.

**10.** Using the “I do, we do, you do” method, demonstrate how to create transitions.

*Adobe Premiere Pro guide:* How to apply and adjust video transitions <sup>4.6</sup>

**11.** Give students time to edit and construct their videos and to apply transitions individually, asking them to keep in mind their initial goals.

*Adobe Premiere Pro guide:* How to use editing tools in the Source Monitor <sup>4.2, 4.3</sup>

**12.** Instruct the students to export their edited video as a basic uncompressed video file.

*Adobe Premiere Pro guide:* How to create standard image, movie, and audio files <sup>5.2</sup>

## Presenting their work

(Suggested time: 50–100 minutes)

**13.** Ask students to present their final videos to other members of their initial shooting group, explaining the techniques they used to engage their audience and meet their goals. <sup>2.6</sup> After each student has presented, solicit peer review so students can offer one another a constructive critique of their videos.

*Guide:* Peer review

**14.** Because students might have taken different approaches to the same video, discuss how the approaches and outcomes vary even though they used the same footage. Discuss the ethical responsibility of editing video in this project and for all future projects. Some things to discuss include:

- How the editing process can manipulate video.
  - The power an editor has of representing the same information in different ways.
  - The responsibility an editor has to accurately and honestly represent a situation, story, or person (both visual and audio).
  - The need to be aware of bias when editing video and to notice it in others' videos.
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## Extension activities

You can extend the project in the following ways:

- *Transition analysis:* Ask students to search for and select favorite video segments that use transitions to create whimsy or add visual interest:
- *Transition vocabulary:* Have the students search for popular examples of transitions (click wipe, push, slash slide, and so on) and document the vocabulary, explaining the effect of each transition..

## Assessment

- Project rubric

## Background preparation resources

- 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](http://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.

## Video shooting tips

- A tutorial on video shooting tips: [http://multimedia.journalism.berkeley.edu/tutorials/video/shooting\\_tips/](http://multimedia.journalism.berkeley.edu/tutorials/video/shooting_tips/).
- Ten ways not to shoot video: [http://reviews.cnet.com/4520-6500\\_7-5510172-1.html](http://reviews.cnet.com/4520-6500_7-5510172-1.html).
- Lighting tips for shooting video: [www.eyeconvideo.com/tips/lighting\\_tips.asp](http://www.eyeconvideo.com/tips/lighting_tips.asp).
- What natural sound is and how to capture it: [www.videomaker.com/article/10785](http://www.videomaker.com/article/10785).
- Deciding on the correct microphone (uses the analogy of ninjas): [www.videomaker.com/article/10214](http://www.videomaker.com/article/10214).

## Transitions

- Transitions and how to employ them effectively: [www.videomaker.com/article/7188](http://www.videomaker.com/article/7188).
- Transitions to use when employing cuts-only editing: [www.videomaker.com/article/3416](http://www.videomaker.com/article/3416).

## Key terms

- capture video
- import
- log clips
- natural sound
- shot list
- Source Monitor
- transition
- uncompressed video

## 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:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- 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:

- 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 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.
- 2.3 Demonstrate knowledge of visual techniques for enhancing video content.
- 2.4 Demonstrate knowledge of using audio to enhance video content.
- 2.6 Communicate with others (such as peers and clients) about design and content plans.
- 4.1 Import media assets (video, image, and audio files).
- 4.2 Organize and manage video clips in a sequence.
- 4.3 Trim clips.
- 4.6 Add and manage effects and transitions in a video sequence.
- 5.2 Demonstrate knowledge of how to export video from Adobe Premiere Pro.

## Assessment

	<b>0 - Does not meet expectations</b>	<b>3 - Meets expectations</b>	<b>5 - Exceeds expectations</b>
<b>Shot list</b>	Absent or incomplete.	Provides a shot list, with any new shots taken in the moment of filming documented.	Provides a complete shot list, with any new shots taken in the moment of filming documented and explained.
<b>Video — content</b>	Absent, incomplete, or unfocused video.	Video captures an action event and adheres to the established goals and shot list.	Video captures an action event, is engaging, and adheres to the established goals and shot list. Video successfully employs video shooting techniques, and pre-planning preparation is evident in the final product.
<b>Video — technical</b>	Absent, incomplete, or unfocused video.	Video includes at least 10 shots, is 2–3 minutes in length, and incorporates natural sound. Video includes appropriate use of one or more transitions.	Video includes 10 or more shots, is 2–3 minutes in length, and incorporates several instances of natural sound. Video includes effective and efficient use of two or more transitions.

	<b>0 - Does not meet expectations</b>	<b>3 - Meets expectations</b>	<b>5 - Exceeds expectations</b>
<b>Team work</b>	Absent or incomplete.	Teams collaborate and interact with peers, experts, or others to record an action event. Student teams investigate and gain any needed permission to film event and participants (for example, student release forms).	Teams clearly and efficiently collaborate and interact with peers, experts, or others to record an action event. Teams plan and manage the location selection, set-up, and shot selection. Student teams investigate and gain any needed permission to film event and participants (for example, student release forms).
<b>Presentation</b>	Absent, incomplete, or unfocused.	Presentation showcases final video, explaining the techniques used to engage the audience and meet the goals.	Presentation showcases final video with a clear explanation and analysis of the techniques used to engage the audience and meet the goals.
<b>Peer review</b>	Absent or incomplete.	Peer review expresses both strengths and weaknesses of the action event video and offers suggestions for improvement. Reviewer notes the approaches used to create an original video with the same video footage across student projects. Students express understanding of the impact of editing on audience perception and its ethical implications.	Peer review expresses both strengths and weaknesses of the action event video. Reviewer offers clear suggestions for improvement and provides specific examples. Reviewer clearly cites and discusses the approaches used to create an original video with the same video footage across student projects. Students can articulate the impact of editing on audience perception and its ethical implications.