Video post-production

Activity Overview

Post-production is where you will bring your masterpiece to life. Use this activity to teach your student about the post-production phase, which includes capturing video from a camera, viewing raw footage, and non-linear editing.

Note: Portions of this activity align to the Adobe Certified Associate objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam(s) are referenced with the following format: [1.1]

Activity Objectives

Project management skills

- Understanding the digital video workflow

Design skills

- Designing and creating rough cuts and assembly cuts to communicate ideas

Project Assets

None

Background preparation resources

Technical and content information

ISTE NETS*S Standards for Students

Adobe Certified Associate objectives

Activity Steps

1. Explain that in the post-production phase, video producers capture video from a camera, view the raw footage, trim the clips for the best parts, sequence them on a timeline, and add titles, music, sound effects, and special effects.

2. Explain the terminology used to describe different stages of video sequence development, including: [2.1]

   • Ingest – the process of capturing footage from camera to video-editing software.

   • Dailies – raw footage shot each day, that is often viewed daily when making films.

   • Assembly cut – an assembly cut is like an outline or first draft of a video. It's used to put footage in a logical order to help see how the film will flow. In an assembly cut, most or all clips are included but still need to be edited and refined, and it usually does not include music or special affects. An assembly cut can also be made using still images and assets to get a sense of what the film would be like, and this type of assembly cut can be especially helpful when working with clients before spending time and money shooting video.

   • Rough cut – a rough cut does not have to be perfect but should be complete enough that they can share with others to solicit their feedback. In a rough cut, a majority of the editing has been completed, and some audio, effects, and titles may be added.

   • Picture lock – when all of the footage has been properly arranged and edited and effects, titles and supers added, the picture is locked in preparation for the director's cut.

   • Director's cut – this is mainly for feature films, when the director and editor go over the film with a fine-tooth comb and make any final adjustments according to the director's vision.

   • Final cut – the final cut is the final version of the video project that is distributed for public viewing.

3. Explain that once the footage is on the computer, they should use the assembly cut, rough cut, and final cut stages to work with the footage. In each stage, you work with the entire production with increasing precision.[1.1, 1.2, 1.4]

4. Explain that there are many technical skills the students will have to learn, such as editing video, working with effects, working with audio, and exporting their video in order to create the above cuts.

   Note: The technical skills required for the post-production phase can be taught by using other activities.

Assessment:

	0 – Does not meet expectations	3 – Meets expectations	5 – Exceeds expectations
Rough cut	Absent or incomplete.	Rough cut includes edited footage and one text, video, or graphic effect, conveying the project's idea and concept.	Rough cut effectively and clearly conveys a story structure for the project. Rough cut includes edited footage and use of text, video, and graphic effects.
Assembly cut	Absent or incomplete.	Assembly cut uses footage, still images and/or other assets to convey the idea and possible structure of a video project.	Assembly cut uses footage, still images and/or other assets to effectively and clearly conveys the idea and possible structure of a video project.

Background preparation resources:

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: http://tv.adobe.com
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/

ISTE NETS*S Standards 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

3. Research and Information Fluency

   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.

4. Critical Thinking, Problem-Solving & Decision-Making

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

   b. plan and manage activities to develop a solution or complete a project.

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 Exam Objectives

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.

1.4 Demonstrate knowledge of the production planning and management process.

2.1 Demonstrate knowledge of how to organize and plan a video sequence.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: http://edex.adobe.com/.