

# Video production basics

## Project Overview

To produce quality videos, students need to understand how digital videos are shot and the overall workflow. Students develop video production skills through creating an introductory video project, evaluating effective uses of video shot techniques, and building a video sequence. Students apply the skills and understanding they gain in this project to creating digital videos and designing client products in succeeding projects. Students focus on learning about a variety of video shots and using Adobe Premiere Pro to edit a series of clips into a cuts-only, coherent short video.

*Student product:* Short video sequence and shot techniques document

**Note:** Portions of this project 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: <sup>1.1</sup>

## Project Objectives

The objectives for this project are met by using all of the associated activities along with the specific project guidelines.

### Project management skills

- Managing video clips
- Organizing and planning a sequence
- Creating an original sequence
- Identify audience, purpose, and goals

### Design skills

- Identifying shot techniques
- Understanding the digital video workflow
- Using music to enhance a story

## Research and communication skills

- Understanding files types
- Understanding copyright issues
- Communicating with group members

## Technical Skills

### *Adobe Premiere Pro*

- Understanding the Adobe Premiere Pro workspace
- Importing video and audio files
- Using the Storyboard feature in the Project panel
- Adding, moving, deleting, and trimming clips in the Timeline panel
- Editing using cuts-only techniques (Selection, Rolling, and Ripple tools)
- Adding audio
- Exporting an uncompressed video file

## Project Activities

- *Activity:* Digital video production workflow
- *Activity:* Copyright and fair use
- *Activity:* Video post-production
- *Activity:* Getting started with Adobe Premiere Pro
- *Activity:* Getting started with video editing
- *Activity:* Exporting video
- *Activity:* Presenting design projects

## Background preparation resources

[Technical and content information](#)

[Keywords](#)

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[Adobe Certified Associate objectives](#)

## Project Steps

1. Introduce students to the goals of the project:
  - Understand the video production workflow.
  - Investigate how audience, purpose, and goal impact a final video product.
  - Transform clips into a coherent video sequence.
  - Understand different video mediums, formats, and file types.

2. *Activity:* Digital video production workflow  
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 1.1, 1.2, 1.4, 2.2

Use this activity to introduce students to how digital videos are shot and the overall workflow. Students develop video production skills through evaluating effective uses of video shot techniques.

**Note:** You may want to explain that in this project the students will not engage with the pre-production or production phases, but will do so in future projects.

3. Introduce the project by explaining students will create a short video by selecting clips and editing the clips together. Discuss the importance of audience, purpose, and goals of a video.<sup>1.1, 1.2</sup> It may be helpful to assign students themes to approach their clip selection and video sequence. Suggested themes include:
  - A local news team is reporting a story.
  - A movie director is shooting the trailer for a movie.
  - An adventure tourism website is creating a feature to lure tourists to the area.

**Note:** You might use clips from your own clip library or download free clips from sources like PBS, United Streaming, or iTunes.

4. Have each student create a plan, on paper, for the sequence in which they want the clips to appear and select music to accompany their sequence.

5. *Activity:* Copyright and fair use  
(Suggested time: 50 minutes)

ACA Exam Objectives: 1.3, 1.2, 1.3, 1.4, 1.2, 1.2

Follow these steps to utilize this activity for this project:

- a. Use this activity to teach your students about copyright issues and fair use guidelines.
- b. Because the students are using clips they did not shoot to create their video sequence, discuss the importance of gaining permission for work used and for protecting their work.
- c. Instruct students to use appropriate copyright citation for the audio and video clips they use in their project.

6. *Activity:* Video post-production  
(Suggested time: 50 minutes)

ACA Exam Objectives: 1.1, 1.2, 1.4, 2.1

Use this activity to discuss in detail the steps and technical skills needed to edit video in order to make assembly, rough, and final cuts for video projects.

7. *Activity:* Getting started with Adobe Premiere Pro  
(Suggested time: 50 - 100 minutes)

ACA Exam Objectives: 3.1, 3.2, 3.3, 4.1, 4.2

Follow these steps to utilize this activity for this project:

a. In this activity students will start using Adobe Premiere Pro, including:

- Understanding the workspace
- Importing files
- Capturing video
- Managing media
- Using the Storyboard feature
- Working with clips in the Timeline panel

b. Have the students import the clips into Adobe Premiere Pro and begin to assemble them into their video sequence.

8. *Activity:* Getting started with video editing  
(Suggested time: 100-150 minutes)

ACA Exam Objectives: 2.3, 4.2, 4.3, 4.4, 4.6

Follow these steps to utilize this activity for this project:

a. Use this activity to teach students how to edit video and create transitions by using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels.

b. Allow students time to assemble and edit their videos by using the Storyboard feature and the Timeline panel based on their plans.

c. Have them add an audio track that best supports their theme.<sup>2.4</sup>

9. *Activity:* Exporting video  
(Suggested time: 50 - 100 minutes)

ACA Exam Objectives: 5.2, 5.3

Follow these steps to utilize this activity for this project:

a. Use this activity to introduce options for exporting video to different mediums and formats, file types, and the need for the various formats.

b. Instruct students to export their edited video sequence as a basic uncompressed video file.

10. *Activity*: Presenting design projects  
(Suggested time: 50-100 minutes)

ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4

Follow these steps to utilize this activity for this project:

- a. Use this activity to teach your students how to present their work to an audience.
- b. Select some students, equally representing each scenario, to present their final video sequences to the class.
- c. Ask students to include information on how the audience, purpose, and goals impacted the way they sequenced the clips and how they impacted the musical selection.<sup>2.6</sup>

## Extension Activities

You can extend the project in the following ways:

- *Video analysis*: Examine parody videos from video sites such as YouTube and identify the elements changed from the original to create a parody.
- *Shot techniques*: Ask students to select their favorite video segment and identify the shots used in it.

## Assessment

This is a high level view of what student should create during this project. Refer to the assessment rubrics in each activity for more detailed/specific assessment rubrics for each part of the project.

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
<b>Document</b>	Absent or incomplete.	Provides shot term and shot description. Provides a written rationale of how the shot might impact a video.	Provides shot term and clear and precise shot description. Provides a clear rationale of how the shot might impact a video and supports the rationale with examples from the clips analyzed in class.
<b>Video-content</b>	Absent, incomplete, or unfocused.	Video tells a story and addresses a theme (news report, movie trailer, or tourism video). Video clips include proper copyright notation.	Video is clear and compelling. Video is clearly made for a theme (news report, movie trailer, or tourism video). Video clips include proper copyright notation.  Selected music enhances and supports the video theme.
<b>Video-technical</b>	Absent, incomplete, or unfocused.	Video includes two types of cuts-only edits and a music clip, and is successfully exported as an uncompressed video file.	Video includes two or more cuts-only edits and a music clip, and is successfully exported as an uncompressed video file.

## 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/>
- For an overview of the interface and for more information on the technical aspects of *Adobe Premiere Pro*, see *Premiere Pro Help*.

### Video clips

- Photos, music, text, and video that can be legally shared and reused for free: <http://search.creativecommons.org>
- List of all free video downloads available from iTunes: [www.itselfreedownloads.com](http://www.itselfreedownloads.com)
- Free online video streaming service: [www.youtube.com](http://www.youtube.com)
- Free streaming and downloadable video segments from the PBS series Religion & Ethics Newsweekly: [www.thirteen.org/edonline/accessislam/video.html](http://www.thirteen.org/edonline/accessislam/video.html)
- Free streaming and downloadable video segments from the PBS series Wide Angle: [www.thirteen.org/edonline/wideangle/video\\_bank.html](http://www.thirteen.org/edonline/wideangle/video_bank.html)

## Keywords

- clips
- close-up
- copyright
- cutaway
- cuts-only edits
- export
- extreme close-up
- fair use
- intellectual property
- long shot
- medium shot
- over the shoulder shot
- point of view shot
- storyboard
- Timeline panel
- trucking shot
- video production workflow
- video sequence
- wide shot

## 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

#### 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.
- d. identify trends and forecast possibilities.

#### 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:

- 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:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

#### 4. Critical Thinking and Problem Solving

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:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- d. use multiple processes and diverse perspectives to explore alternative solutions

#### 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.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.

#### 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.
- d. transfer current knowledge to learning of new technologies.

## Adobe Certified Associate Exam Objectives

### Adobe Certified Associate, Web Authoring objectives

- 1.3 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).
- 2.6 Communicate with others (such as peers and clients) about design and content plans.

### Adobe Certified Associate, Visual Communication objectives

- 1.2 Demonstrate knowledge of standard copyright rules or images and image use.
- 1.4 Communicate with others (such as peers and clients) about design plans.

### Adobe Certified Associate, Video Communication objectives

- 1.1 Identify the purpose, audience, and audience needs for preparing video.
- 1.2 Identify the 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.
- 2.1 Demonstrate knowledge of how to organize and plan a video sequence.



- 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.
- 3.1 Identify elements of the Adobe Premiere Pro interface.
- 3.2 Identify the functions of Adobe Premiere Pro interface elements.
- 3.3 Organize and customize the Adobe Premiere Pro workspace.
- 4.1 Import media assets (video, image, and audio files).
- 4.2 Organize and manage video clips in a sequence.
- 4.3 Trim clips.
- 4.4 Manage sound in a video sequence.
- 4.6 Add and manage effects and transitions in a video sequence.
- 5.1 Demonstrate knowledge of export options for video.
- 5.2 Demonstrate knowledge of how to export video from Adobe Premiere Pro.

### **Adobe Certified Associate, Interactive Media Communication objectives**

- 1.4 Demonstrate knowledge of standard copyright rules (related terms, obtaining permission, and citing copyrighted material).
- 1.6 Communicate with others (such as peers and clients) about design and content plans.

### **Adobe Certified Associate, Graphic Design & Illustration objectives**

- 1.2 Demonstrate knowledge of standard copyright rules for artwork, graphics and graphic use.
- 1.4 Communicate with others (such as peers and clients) about design plans.

### **Adobe Certified Associate, Print & Digital Media Publication objectives**

- 1.2 Demonstrate knowledge of standard copyright rules for content use in page layouts.
- 1.4 Communicate with others (such as peers and clients) about design plans.

### **For more information**

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



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