

# Action events

## 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 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

- 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 Activities

- *Activity:* Video pre-production
- *Activity:* Video production
- *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](#)

[ISTE NETS\\*S Standards for Students](#)

[Adobe Certified Associate objectives](#)

## Project Steps

1. Introduce students to the goals of the project:
  - Explore and understand general principles for video shooting techniques.
  - Investigate how to capture action.
  - Capture video of a live event.
  - 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.
4. Organize students into groups and have them plan their goals for the video and select the event they will shoot.

5. *Activity:* Video pre-production  
(Suggested time: 50 minutes)

ACA Exam Objectives: 1.1, 1.4, 2.2, 2.6

Follow these steps to utilize this activity for this project:

- a. This activity introduces students to the video pre-production phase where they learn about creating shot lists, project proposals, and treatments.
- b. 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: Video production basics and how they might apply them in this project.
- c. situation unfolds. Instruct them to document any new shots on their shot list.
- d. 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.

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

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

ACA Exam Objectives: 1.1, 1.2, 1.4, 2.2, 2.4

Follow these steps to utilize this activity for this project:

- a. In this activity students learn about the production phase in the video production workflow. They will learn about shot techniques, shooting tips, and audio tips.
- b. Ask student groups to attend the selected event and capture video according to their shot lists.

7. *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 project.

8. *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. When the students return with their unedited footage, ask them to log clips and capture video.

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

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

ACA Exam Objectives: 5.1, 5.2

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

11. *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. 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.2.6
- c. After each student has presented, solicit peer review so students can offer one another a constructive critique of their videos.

**Note:** If necessary, review the guidelines in the *Peer Review* activity.

- d. 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.

## 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

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>Video-content</b>	Absent, incomplete, or unfocused.	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 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>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).

## 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*.



## Keywords

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

## 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

2.6 Communicate with others (such as peers and clients) about design and content plans.

### Adobe Certified Associate, Visual Communication objectives

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 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.

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**

1.6 Communicate with others (such as peers and clients) about design and content plans.

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

1.4 Communicate with others (such as peers and clients) about design plans.

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

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/>.



**Adobe**

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