Video pre-production

Activity Overview

Thinking about and planning the core elements of your film ahead of time is always helpful. The pre-production phase of the digital video workflow often includes any and all research, writing, shot plans, proposals, treatments, and storyboards that are used to inform the production and post-production phases. In this activity students are introduced to the video pre-production phase and are asked to create shot lists, project proposals, and treatments.

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

- Creating a project plan, milestones, and roles
- Planning and managing projects with multiple steps
- Identifying audience, purpose, and goals
- Developing a shot list
- Selecting and using appropriate applications

Design skills

- Identifying and designing for audience, purpose, and goals

Research and communication skills

- Gathering content and synthesizing ideas

Project Assets

- *Worksheet:* Shot list [1.4, 2.2]
- *Worksheet:* Student project proposal [1.4]
- *Worksheet:* Treatment [1.4]

Background preparation resources

Technical and content information

ISTE NETS*S Standards for Students

Adobe Certified Associate objectives

Activity Steps

1. Planning the core elements of a film ahead of time is essential – it saves valuable time and money and helps guarantee the best end result. Discuss in detail the steps in the pre-production phase of the video production workflow. Explain that this phase often includes any and all research, writing, shot plans, proposals, treatments, and storyboards that are used to inform the production and post-production phases.[1,4] Explain they will create several pre-production planning documents for a video project, including a shot list, a project proposal, and a treatment.

   Note: If the students are not currently working on a video project, assign a small project such as a 1-2 minutes video all about themselves or their family.

2. Explain that a shot list is a pre-production tool to help them accurately identify what they will shoot and how they will shoot it. Explain that they may take additional, unplanned shots as the situation unfolds when shooting their footage in the production phase.

3. Using the *Shot list* worksheet [1,4, 2.2] ask students to create a shot list identifying the shots they plan to use in their video project. They should also identify the goals of the video in their shot list.

   Note: To learn about shot techniques, use the *Video production* activity and how they might apply them in this project.

3. Depending on the video project, explain that often there is a need to conduct research on the film's topic and write a script for any and all narrators and actors. Explain that they will learn about the specifics of research and scriptwriting and they should include these steps in their project plan.

   Note: Research and writing, including scriptwriting, is covered in the *Writing for video* activity.

4. Discuss the ways that the production plan may vary depending on the type of film.[1,4, 2.2] In addition to the identifying their planned shots, discuss preparations for filming, such as planning the types and locations of camera(s), lighting, and microphones prior to filming.[1,4]

5. Using the *Student project proposal* worksheet [1.1, 1.4] ask students to complete a project proposal to help them pre-plan the production then submit their topics and production plans for instructor approval.[2.6]

   Note: When identifying any additional audio or visual assets, ask students to properly apply copyright citation and fair use guidelines. If necessary, review the *Copyright and fair use* activity.

6. Discuss treatments and when they are used. Explain they are especially helpful when working with clients or investors or when "pitching" a video idea. Explain that treatments are used to brainstorm and present ideas for projects that take into account the following:

   • Concept

   • Scene description

   • Approach

7. Using the *Treatment* worksheet [1,4] ask students to create a treatment for their video project and submit for instructor or client approval.

8. Discuss the role of storyboards in the pre-production phase, the process of drawing every shot and listing camera movements, talent directions, and lines. Depending on the type and scope of the video project, you may want to encourage them to create a storyboard.

9. Encourage your students to do as much planning in the pre-production phase as possible so they don't forget some critical piece of their project. Once they are confident that have planned appropriately, they can then move onto the production phase, and begin shooting footage.

Assessment:

	0 – Does not meet expectations	3 – Meets expectations	5 – Exceeds expectations
Shot list	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.
Student project proposal	Absent or incomplete.	Project proposal identifies purpose, audience, genre, elements, needed equipment, locations, distribution format, crew, and schedule of deliverables.	Project proposal clearly details purpose, audience, genre, elements, needed equipment, locations, distribution format, crew, and schedule of deliverables. Adjustments to the project proposal are determined early and clearly explained.
Treatment	Absent or incomplete	Treatment includes concept, scene description, and approach for a video project.	Treatment clearly and succinctly details the concept, scene description, and approach for a vide 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/

Storyboards

- Video basics, including a description of storyboarding and its importance: www.medialit.org/reading_room/article3.html.
- A theoretical approach to storyboards: www.ibiblio.org/ism/articles/huffcorzine.html.

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 and products and processes.

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 Fluency

    Students apply digital tools to gather, evaluate, and use information. Students:

    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, 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.

    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 positive attitudes toward technology uses that support collaboration, learning, and productivity.

6. Technology Operations and Concepts

    Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

    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.

1.4 Demonstrate knowledge of the production planning and management process.

2.2 Identify general principles for video shooting.

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

For more information

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