Equipment Identification and Application

- **Activity 1 - (Identification)** – Students will identify all of the cables, connectors, and wires used in the field of advanced video production (non-linear computerized editing). Students will successfully pass a safety test which encompasses all of this information. Students will successfully connect a variety of equipment used in the audio field. Wires, connectors, cables and all equipment will be provided to each student.

Advanced Camera Operation

- **Activity 2 - (Shoe tying exercise)** – Each student will be responsible for taping and editing someone tying a shoe. The entire video should consist of 15 shots and a total of: 30 seconds in length. Music should be added to move the video along. All shots must be from a variety of different angles and close-up. An establishing shot can be used in the beginning and at the end of your video. Videos that exceed: 30 seconds or less than: 29 seconds will not be accepted. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

- **Activity 3 – (Walk through camera)** – Each student will create a video where they make it look as though a person walks through the camera. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

- **Activity 4 – (Reaction shots)** – It is a quiet afternoon at school and you are taping your partner by his/her locker. Suddenly, out of nowhere he/she is frightened by something they see. Your job is to create the quiet setting in: 05 seconds and then use 5 close-up reaction shots of the frightened student. The reaction shots should be no more than: 03 seconds total in length. Audio must be used to create both settings. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

- **Activity 5 – (One-finger push up)** – Your job is to adjust the camera in a way where you can make it look as though a person is doing pushups with only 1 finger. You can not share how you did this with anyone in the class. Students will go to separate areas to complete this assignment. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.
Cinematography and Film/Video Production 3 (Student Activity Packet) continued

- **Activity 6 – (Macro mode)** – Each student will videotape 20 objects using the macro mode setting on the camera. This is an opportunity for you to get creative with your shots. Explore the school to see what you can come up with. Edit all 20 objects at: 04 seconds each with a ½ second dissolve between each of them. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

- **Activity 7 – (60’s video feedback)** – Each student will create 60’s video feedback with his/her camera. See what else you can do with feedback as well. There are a variety of different patterns and colors that can be produced. Your job is to do something that no one in the class will produce. If you see someone producing something like yours, you must produce some other form of feedback. Remember, video feedback was used in early science fiction movies. Be creative. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

- **Activity 8 – (Pop in/pop out)** – Each student must produce a script that consists of a student talking about the Communications field (either radio or television). This video must be: 30 seconds in length. The idea of this video is to have the person read the script aloud and without moving the camera, have the person pop in and out in a variety of well-framed areas to continue the script. This video should be consistent and flow smoothly. Any location can be used but remember that the more depth to the shot, the easier it will be to work with. Each video is to be edited with fast-paced music. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

**Non-Linear Editing (Computer)**

- **Activity 9 – (Canopus operation)** - Under the direction of the teacher, the students will practice the physical skills and coordination necessary to operate the Canopus systems. Each student will connect the computer to a variety of basic system equipment including a monitor, video deck and audio source. Students must be able to master this before they can begin to work with the system.

- **Activity 10 - (Special Effects)** – Each student will digitize video footage onto the Canopus. With this footage, the student will add a slate, color bars, countdown and black then split each clip to 10 seconds and add a special effect to each clip (at least 20 different special effects should be used). Every clip should have a different transition (2 seconds). The teacher will review the project with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.
Cinematography and Film/Video Production 3 (Student Activity Packet) continued

- **Activity 11 – (Picture in Picture)** – Each student will create a video background of something related to Communications and superimpose 3 box pictures of themselves in action (holding a camera, operating an audio board, etc.) on top of it. All pictures need to be “moving video” and should be at least 20 seconds in length. A title should be created that includes the students’ name on the page. If you would like to have a moving background, that would be ok as long as the background does not take away from the superimposed clips. You may add special effects to your video clips and music should be added to it as well. Each video picture should fade in and out. Pictures should not fade in at the same time. Fade pictures in approximately ½ second apart but make sure you fade all video out to black at the end. The teacher will review the project with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

- **Activity 12 – (Sliding Graphics)** – Each student will create a background along with at least 20 sliding graphics of a specific theme. Some examples include: your favorite bands or television shows, types of video production personnel, places to vacation, etc. The object is to slide these graphics across the screen in a variety of creative ways in order for the viewer to read them. I would like you to change the opacity (see-throughness) of each graphic to around 30 percent so that the words blend into the background a bit but not so much where they can not be read. There should be no time in the video where there are no less than 4 moving graphics on the page at one time. Try to get the background to work with the motion of your graphics…be creative. The teacher will review the project with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

- **Activity 13 – (Edit to the beat)** – Each student will select a 1:00 minute piece of music that has at least 90-100 beats per second. The student will edit video footage of his/her choice to the beat (every beat). The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

- **Activity 14 – (ADR project)** – Teacher will provide student with a segment of video footage without audio. Each student will add audio to the footage in order to match the footage perfectly. This process is called automatic dialog or audio replacement. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

- **Activity 15 - (Copy that)** – Students will study the work of a cinematographer of his/her choice. They will be responsible for “copying” an exact shot or sequence of shots from the selected cinematographer’s work. Students will record their work and present it to the class for assessment from teacher and students.
• **Activity 16** – *(Create your own movie promo)* – Students will script and storyboard their own movie promo. Using your own shot footage (much of which will be shot outside of school), each student should select important footage in order to create a: 45 second movie promo that describes their own movie. No weapons should be used for this promo and should be no more than Rated PG13 (so keep it clean). This promo must include a voice over throughout along with music and sound effects in order to enhance the mood of the piece. The promo must look similar to a professionally created promo in which the viewer wants to go to see the movie. Do not hand in an assignment that just includes video and music as this will not be acceptable. An opening ratings tag, titles, special effects, and final ratings tag must be included. Please be creative with this assignment. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

• **Activity 17** – *(Communication program promotional video)* – Each student will create a: 30 second promotional video for the Communication program at Warren County Technical School. This assignment must include a voiceover(s), music, sound effect(s), and a tagline. In the end, the promotional video must provide a clear understanding of the Communication program, and how students can join. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.

• **Activities 18, 19, 20** – *(Kid Witness News segments)* – Each student will be required to create 3 individual news stories throughout the year of an important newsworthy event that will take place or has taken place at school (or involve a student from school). Each story should be 2:45 seconds in length and must include an “on camera” report by the reporter. The stories should include an opening and close for Kid Witness News, a voice over (SOT), an interview and cutaways (B-Roll) throughout the entire segment. Please make the story interesting to watch and gear it towards teens. The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class. Additional segments can be produced throughout the year for extra credit as long as all other work is completed.

**Advanced Audio Production**

• **Activity 21** – *(Radio Screenplay)* – Each student will re-create a 5 minute segment of Orson Welles, “War of the Worlds” radio broadcast. The segments will be selected by the teacher. All recreations must be scripted and re-created using “self-produced” sound effects (Jack Foley style) as they were during the original broadcast. These can be produced on the audio mixers or on the Canopus systems (if they are available). The teacher will review the tape with the class and see where improvements can be made. Each student will share his/her ideas and opinions with the class.
Kid Witness News Activities (every day during period 1)

- **Activity** - Every student in the classroom will serve as part of the production team (a schedule will be posted) for our student-produced news program called, "Kid Witness News." One student from each class will serve as the Director and call a variety of shots (ELS, LS, MS, CU, and ECU) to the three **camera operators** on the studio floor. Students will break up into teams (varies depending on how many students I have in the class) in order to produce a daily newscast for the school. The teams consist of the following: **pre-production team** (includes scriptwriters), **production team** (includes **camera operators**, technical director, graphic operator, and floor manager), and the **post-production team** (includes editors, segment producers). Each week, the students will rotate positions in order to participate in every position of the production team in a “real-life” situation. Students will have the opportunity to observe and discuss the news program every morning during homeroom. Students receive grades based on his/her performance for the week.

Real to Reel

- **Activity** – Each student will be required to produce a ½ hour program for “Real to Reel” which airs on Comcast Cable. This program will be set up in our studio and can include a variety of topics that are interesting to the student. All shows must be shot and produced within 3-4 days in order to air. A schedule of dates will be posted for all productions. Students will be required to follow the schedule and produce their programs on time.

Working Advantage/Experience Education

- **Activity** – Every month, students will travel to Comcast Cable to shoot 2 programs: “The Working Advantage” and “Experience Education.” Students will rotate positions in order to produce a ½ hour program which will air on Comcast Cable.

History of Motion Pictures

- **Activity** – Groups of two will create a visual display charting the development of the motion picture editing. Each group will receive a pre-selected time period in order to provide historical facts as well as current day information. Students will attach a descriptive explaining the effects this development had on society today. Students will research information on the internet during class and may work on it at home. This assignment is open to creative expression; however, it must include pictures, dates, facts, and historical significance.
Cinematography and Film/Video Production 3 (Student Activity Packet) continued

- **Activity** – Each student will create a Power Point presentation which highlights five famous pioneers in the motion picture industry. Each student will cover a pre-selected time period so that there are not too many overlap’s with pioneers. This assignment is open to creative expression; however, it must include a cover page and reference page and five pioneers during the provided time period. Each slide should contain a photo and name of the pioneer, a photo of the invention, and some historical facts about the pioneer. The students will present their findings to the class.

**Aesthetics**

- **Activity** – Students will examine the works from several cinematographers including, but not limited to: Orson Welles, Fred Koenekamp, Marina Goldovskava, Xaver Schwarzenberger, and Rainer Werner Fassbinder. Students will discuss their work and compare the various styles of cinematography used by each.

**Extensions**

- **Student Lab Assistant** – Students who excel in class or have extremely high work ethic skills can provide help to those students who need assistance. This can be offered during times when the student has completed all assigned projects. It is important for lab assistants to maintain his/her grade and work ethic skills in order to continue to assist other students.

- **Portfolio Improvement** – When a student has some extra time in class, this is a great time for him/her to work on the portfolio. A final employment/college entrance portfolio is required for all seniors in the program. Students can organize, design or enhance his/her portfolio during this time.

- **Advanced Project Packet** – Students will be provided with a packet that contains additional “more advanced” projects and assignments that can be produced and used eventually in his/her portfolio.