

Table of Activities

Part 1: Learning to Look at Images (5 sessions)

To begin the unit, students jump into working with video by conducting a visual scavenger hunt with video cameras, locating particular scenes and using different shot types. The class then analyzes movie clips to determine how stories are told through moving images.

Activity 1A: Video Scavenger Hunt (3 sessions)

1A.1: <i>Introducing the Activity</i>	Students are introduced to the unit. They learn about the visual scavenger hunt, discuss cinematography, and learn and practice the basic skills needed to use a video camera.
1A.2: <i>Conducting the Scavenger Hunt</i>	Student teams conduct their scavenger hunts on the school grounds.
1A.3: <i>Looking at the Footage</i>	Students watch and analyze one another's scavenger hunt videos. They talk about the process of making the videos, and identify challenges to watch out for as they create the unit's other video projects.

Activity 1B: Tools of the Visual Storyteller (2 sessions)

1B.1: <i>The Language of Cinematography</i>	Students analyze movie clips to understand how the story is told through shot composition and editing.
1B.2: <i>The Elements of Art and Principles of Design</i>	Students analyze how a movie clip uses elements of art and principles of design to tell a story. Students are introduced to the weekly critique assignment.

Part 2: Creating a Silent Story (16 sessions)

Students work in teams to create a short video depicting a silent story. In pre-production, production, and post-production phases, students learn about constructing stories visually, using a camera, working on a production set, and editing.

While teams work on shooting their silent stories, they begin to research ideas for their unit project—a documentary about a community story.

Activity 2A: Pre-Production—Preparing to Shoot (5 sessions)

2A.1: <i>Planning the Silent Story</i>	The class is introduced to the silent story project and discusses the story arcs of media productions. Students work in teams to choose a story and write a treatment for their video.
2A.2: <i>Writing a Script</i>	Teams learn about scriptwriting conventions and develop a script for their silent story.
2A.3: <i>Creating a Shot List</i>	Students use their scripts to create shot lists, assign production roles, and plan props and costumes.

Activity 2B: Production—Shooting the Story (3 sessions)

Teams shoot their silent stories, using their scripts and shot lists as a guide. As they work on the shoot, students learn more about using the camera, camera movement, and lighting techniques.

Activity 2C: Introduction to the Unit Project (1 session)

Students watch a video about community created by other teens, and learn about the unit project: creating a documentary video about a community story. Project teams brainstorm ideas for their video and develop a plan for researching their ideas. Students plan the public screening they'll present at the end of the unit.

Activity 2D: Post-Production—Editing the Silent Story (7 sessions)

2D.1: <i>Introduction to Editing</i>	Students are introduced to the video editing software they will use for the course. Working with the footage they have shot, they learn basic editing skills, such as logging and capturing footage and assembling selected clips.
2D.2: <i>Creating Rough Cuts</i>	Students learn about continuity editing, and analyze a film clip to identify continuity editing techniques. They create a rough cut of their silent story.
2D.3: <i>Feedback Session</i>	Teams pair up and use the Critical Response Process to give one another feedback on their rough cuts.
2D.4: <i>Final Cut</i>	Teams create final cuts of their silent story, based on the feedback from their peers.
2D.5: <i>Screening</i>	Students screen their silent story for the class and discuss the process of making their video.

Part 3: Shooting the Community Story Video (9 sessions)

Students apply their experiences with the scavenger hunt and silent story videos and begin the pre-production and production work on their community story video. They complete a planning document, develop a production plan for shooting footage, create a shot list, take on assigned production roles, and go into the community to shoot footage for their story.

Activity 3A: Community Story Video Pre-Production (2 sessions)

3A.1: <i>Making Decisions</i>	Teams make a final decision about the topic of their community story video. They create task lists outlining the work needed to complete their production schedule, and assign team members responsibility for these tasks.
3A.2: <i>The Story Arc</i>	Teams develop the arc of their story, create a list of shots they would like to collect, and prepare interview questions.

Activity 3B: Community Story Video Production (7 sessions)

3B.1: <i>Production Planning</i>	Teams assign production roles and plan the logistics for their shoot. Students practice shooting interviews and discuss techniques for getting quality sound and visuals.
3B.2: <i>Action!</i>	Students shoot their footage.
3B.3: <i>Learning About Related Careers</i>	Students discuss AME careers related to their work in the unit. They check in on their progress on the Career Profile project.
3B.4: <i>Screening Check-In</i>	Students discuss their progress on tasks related to the screening that takes place at the end of the unit.

Part 4: Editing and Sound (12 sessions)

Students continue to work on their community story videos, assembling and editing their footage, creating rough cuts, and getting feedback from another team. They learn about the role of music in creating effective media productions, and add a soundtrack to their videos.

Activity 4A: Editing the Story (6 sessions)

4A.1: <i>Reviewing and Organizing the Footage</i>	Teams import, review, and organize their footage and make notes about which clips to use.
4A.2: <i>Selecting Clips</i>	Teams select video clips to include in their story. Teams who plan to include narration (separate from their interview footage) write the narrative script.
4A.3: <i>Assembling Clips</i>	Students use video editing software to assemble a rough cuts of their videos. Teams record voice-over for their narration, if needed.

Activity 4B: Working with Sound (3 sessions)

4B.1: <i>The Role of Sound in Movies and TV</i>	Students watch a movie clip twice, once with the sound off and once with the sound on. They discuss the role of sound effects and music in a film, and list qualities that make a soundtrack successful.
4B.2: <i>Creating a Soundtrack</i>	Students select music and/or sound effects for their community story videos, and use their editing software to add the soundtrack.

Activity 4C: Final Cut (3 sessions)

4C.1 <i>Adding Titles</i>	Students add titles to their videos and complete a rough cut to show to their peers and, possibly, professionals.
4C.2: <i>Feedback Session</i>	Teams pair up and critique one another's rough cuts. If possible, students also show their work to AME professionals, who provide feedback.
4C.3: <i>Final Cut</i>	Students make any necessary adjustments to their videos, based on the feedback they received, and export their final cut.

Part 5: Public Screening (8 sessions)

Students prepare for and stage a public screening of the audio and video work they produced during the unit. They write reflections about their work and complete their Career Profile project.

Activity 5A: The Career Profile Project (3 sessions)

5A.1: <i>Preparing the Presentation</i>	Students complete work on their Career Profiles and prepare a short presentation for their classmates.
5A.2: <i>Career Profile Presentations</i>	Students meet in small groups to share their Career Profile presentations.

Activity 5B: Getting Ready (3 sessions)

5B.1: <i>Selecting the Work</i>	Students select the work they will share during the screening.
5B.2: <i>Completing Preparations</i>	Students complete preparations for the screening, such as preparing the space and setting up and testing equipment.

Activity 5C: Showing the Work (2 sessions)

5C.1: <i>The Screening</i>	Students screen their work for the public and answer questions from the audience.
5C.2: <i>Reflecting on the Work</i>	Students discuss and write reflections about their experience creating the work, how the experience has changed or informed their understanding of the community where they live, and what changes they would make if they were to do this project again.