Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG12 The Future Of Innovation and Enterprise

SDG12 Media Communication

Programme Phase: Phase 3 - Implementation

Micro-Module 7: Media Communication 1 - Video

Subject Areas: Climate Action and Sustainable Development, Design, English, Enterprise, Geography, Science

SDG 12 Future of Innovation and Enterprise
Micro-Module 7: Media Communications

SDG12 Future of Innovation and Enterprise: Media Communication 1 - Video

Micro-Module 7: Implementation

Subject Areas: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Micro-module Summary: Media Communication

Media communication is a supporting micro-module that links into the project-based learning modules that use local places to enable learners to gain knowledge and skills around contemporary issues of sustainable development.

The main modules have a year-end goal which encourages linked learning, project management and Implementation of a project linked to the SDGs and real-world scenarios

This micro-module offers media micro-projects; video, poster, presentation and audio, that can augment project-related assignment pieces or extended as stand-alone projects.

In this Module, the learner will:

- develop skills of organising, planning, and producing media outputs
- develop awareness of the basics of media production
- practice problem solving and critical thinking skills as individuals and part of a group
- build transferable skills and capacity that will support learners to share any media they produce, whether in their personal or professional futures
- be introduced to tools and methods for media production

Materials

- Lesson plans
- Accompanying resources
- Optional assessments
- Skill support resources
- Internet Access required

SDG12 Media Communication 1 – Introduction to Pre and Post Production Video.

This micro-module introduces learners to video / film-making and has been devised to give learners basic skills within video / film-making development, creation, and production. Ideally, the micro-module is delivered as a micro-project - 8hrs taught time with additional self-directed learning required to shoot their footage for their film, between lesson 7 and 8. If educators want to introduce a 'light-touch', less complex film or video component to their projects, we have other lessons and worksheets that can support this approach, also. Please let us know and we can advise the most appropriate pathway

SDG12 Media Communication 1 – Introduction to Pre and Post Production Video

Lesson 1 The Rapid Film Project
In this lesson, learners will playfully begin to explore key aspects of film making and pre production. Using a rapid remix technique, learners will quickly create a story outline for a film

Resources: Teachers Materials: Rapid Remix cards

Lesson 2 From Idea to Story
In this lesson, learners will begin to consider the aspects of film making and pre production. They will gain an awareness of basic video production planning and learning core elements of idea / story development. An additional lesson enables learners to continue to learn the core elements of idea / story development and begin to storyboard their ideas in preparation for making their videos.

Resources: Worksheets:Video Analysis, Worksheet: Idea Development Worksheet, Storyboarding

Lesson 3 Developing a Project Plan
In this lesson, learners will be introduced to the five stages of film production and begin to explore ideas for their film / video project, which will help them prepare for making their videos.

Resources: Worksheets:Project Planning 1, Creating Vision / Mood Board

Lesson 4 From Idea to Story 2
In this lesson, learners will continue to learn the core elements of idea / story development and begin to storyboard their ideas in preparation for making their videos.

Resources: Worksheet: Storyboarding 1, Resource Sheet: Storyboarding

Lesson 5 Camera Shot List Scavenger Hunt
In this lesson, learners will undertake a camera shot list scavenger hunt to begin to understand different shots so they can develop their storyboards.

Resources: Worksheet: Camera Shot list Support Sheet: Camera Shot list

Lesson 6 Pre Shoot Planning

In this lesson, learners will develop their storyboards and start to plan with a pre-shoot list. Learners will add more details to their story boards, such as camera angles and shots, thoughts on lighting, time of film and think about filming locations, any permissions required, any costumes or props required as well assign team roles.

Resources: Worksheets: Shot List, Basic Camera Shots, Pre Shoot Planning

Lesson 7 Lights Camera Action

Most learners will be using their phone and in-camera audio and digital platforms, e.g. reels for editing. This lesson is for those using a camera or interested in learning more about the process and getting some technical tips for their shoot.

Resources: Support Sheet: Basic AV Camera Kit, Worksheet: Lighting and Audio

Between Lesson 7 and 8 learners will be shooting their footage as they will have completed all the steps to enable their shoot to go well.

Lesson 8 Editing

Learners are introduced to digital editing and begin to transfer their footage. They will learn the basics of all they need to know for creating a basic sequence with audio, transitions and titles

Resources: Support Sheet: Basic AV Camera Kit, Worksheet: Lighting and Audio

External Expertise

- Dr. Anita McKeown, FRSA, FIPM, MEI - is an award-winning film-maker, artist|scholar and STEAM educator, co-designing values-based leadership through education and community processes. She works at the intersection of art, equitable placemaking and technology: open-source culture and Technology (ethical and ecological implications) and STEAM education, across a range of interdisciplinary projects, processes and partnerships

Using the Resources:

If you wish to use these resources, we can offer an induction and online support throughout the module to help you plan integration into your projects and timetable. To register for this option, please contact hello@futurefocus21c.com For more information on the resources please visit www.muinincatalyst.com

Setting up an online learning environment for the lessons on this module:

Our lessons integrate the use of virtual learning environments. To ensure seamless use of our lessons, a module should be set up on your school's virtual learning environment such as Teams,

Google Classroom, etc. Learners are encouraged to upload documents to share with their peers. If your virtual learning environment does not support document sharing, we recommend OneDrive or Google Drive.

You can also use Google Sites or Microsoft Sway to encourage learners to present their work over the year - this can easily be set up to reflect the aims of TY and provide a showcase for their work as well as assessment tool.

Setting up a Canva Education account.

As our lessons integrate design, our lessons also refer to Canva. Educators and schools are able to open a free Canva for Education account by registering here: www.canva.com/education Canva for Education provides primary and secondary school teachers and students with premium features and templates. You can then also set up lessons and invite your learners to the class.

SDG12 MM7 Media Communications - Video References

Webpages

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- Pinterest (no date) Home. Available at: https://www.pinterest.com/ (Accessed 8 May 2024).
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Videos

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SDG 12 MM7 Media Communication 1
Introduction to Pre and Post Video Production

Media Communicaton 1: Introduction to Pre and Post Video Production

Implementation

Lesson 1: The Rapid Film Project

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: The Rapid Film Project

In this lesson, learners will playfully begin to explore key aspects of film making and pre production. Using a rapid remix technique, learners will quickly create a story outline for a film as a way to introduce them to terminology and considerations that they will develop later in this micro-module.

Learners will gain an awareness of basic concept development and some of the core elements of idea / story development. This will help them with Lesson 3 when they begin to storyboard ideas for their final project if a video assignment is part of the completion of their project work.

Vocabulary: Assets, Concept, Development, Film Style, Setting, Film Theme / Genre, Pre-production, Story-telling

In this lesson, the learner will:

- use remix techniques to understand the relationship between setting, style and outline
- begin to develop an awareness of storytelling
- develop a film idea using random prompts
- prepare for lesson 3 and storyboarding their film project idea

Materials

- Resource Sheet: Rapid Teachers Cards - Settings, themes and assets
- Worksheet: Rapid Outline
- Paper, Pens, pencils or markers

ACTIVITY INSTRUCTIONS

Activity 1 The Rapid Film Remix (25 mins)

Pre class preparation - cut up the teachers cards on themes, settings and 3D assets - separate the cards bags or folder and grouped in their categories e.g. bag 1 themes, bag 2 settings and bag 3 - 3D assets. Learners will pick a card from each bag without seeing what they are.

1. Explain the main project is to make a film about the Future of Ocean Health, or if doing the module as a standalone, a topic of their choice in relation to SDG 14 - Life Below Water. However, this lesson is just a fun introduction to get them thinking about making a film.

2. Have learners work in groups of two or three or four for this exercise. It does not have to be their final project team.

3. Have each team select one card from each of the three bags / folders. These will form the basis of their film idea. Learners will create story based on a theme, setting and a 3D asset they pick from each of the bags.

4. Have learners work with another group of learners and share their film idea. They should be prepared to share their ideas with class saying what they selected and how they used them.

Activity 2 Presenting their Rapid Film Project (25 mins)

1. Have one group present their Rapid Film Project idea in one sentence.

2. Ask another group to give one aspect from their film cards, e.g. the style, theme or 3D asset.

3. Use this to change (remix) the first group's film by replacing that element with the the new element. Give all the groups one minute to brainstorm a film idea based on this change.

4. Select one or two groups to share their new ideas. Repeat the process if there's time.

This activity supports learners to understand how changing one aspect or element of a film concept can change the whole story and offers them a useful technique for Lesson 3 - idea generation and storyboarding.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, complete activity 1 and use the rest of the class time to discuss their opinions as a group and prepare for the next class by discussing the film project and expectations.

Extension: For a longer class, complete both activities and undertake a few more cycles of the Rapid Remix in activity 2.

- Option B: Explore some of the themes / styles that might be appropriate to their video project on SDG14, e.g. documentary, animation, awareness campaign, live action, whiteboard videos.

- Flipped Classroom: Ask learners to find an example of a video linked to the ocean / SDG 14 and share the link in class one drive, a selection can be talked about in Lesson 3 as an Extension activity using Lesson 3 Activity 1 worksheet to do a collective analysis.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Resources for Teachers;

- Teacher-focused video production in the curriculum
  http://kidsvid.4teachers.org/nav_pages/teaching.shtml
- How To Plan A YouTube Video [10:27min] https://www.youtube.com/watch?v=zErUe_UVOGY
- Article: Nine Styles of Video and when to use them https://99designs.com/blog/video-animation/styles-of-video/
- Article: Film styles and Genres and how to use them https://www.indeed.com/career-advice/career-development/types-of-film-styles

Storyboarding

- Basic Storyboarding in 5 Minutes [5:14min] https://www.youtube.com/watch?v=NcCAzs2kCFw
- How to Draw Storyboards Even If You Don't Draw [13:35min] https://www.youtube.com/watch?v=NPrkxj2MyZI

Local Trip / Expertise / Additional Work and Assessments

Linked learning: Use Media Modules as assignment options for Civic, Social & Political Education – Sustainability, Visual Art, Media & Communication or consolidating GAISCE community project

- Media Communication 2: Poster Creation
- Media Communication 3: Creating a Pecha Kucha presentation
- Media Communication 4: Podcasts

MM7: LESSON 1 TEACHER'S RAPID CARDS

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Cut the images below into strips / individual images and use them as prompts for the learners' Rapid Film Concept. Learners will use these with their team and the film themes, and 3D asset to construct an outline for their Rapid Film Idea.


Setting: Set in a Forest - What type of Forest?

✂ -
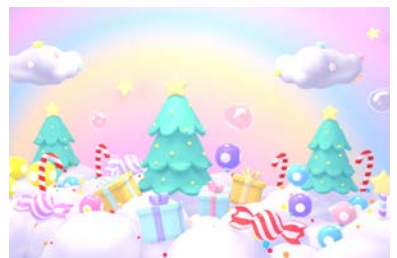
Setting: Set in a Winter Wonderland - Is it realistic, animation, Christmas?

✂ -

Setting: Set in a shop

✂ -

Setting: Set in a city - Where is the city? Is it day or night?

LESSON 1 TEACHERS' RAPID CARDS

Cut the images below into strips / individual images and use them as prompts for the learners' Rapid Film Concept. Learners will use these with their team and the film themes and 3D asset to construct an outline for their Rapid Film Idea.

Settings: Set in the country

✂ -

Setting: Set under the ocean. Is it beautiful or frightening? Are there animals?

✂ -

Setting: Set in a Outer Space. Is it Science based, Sci Fi, or based on Aliens?

✂ -
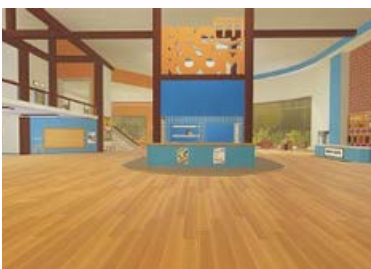
Setting: Set in a computer game, Is in a Virtual World, a Quest Style game or...

LESSON 1 RAPID FILM GENRES / THEMES

Theme: A Comedy

✂ -

Theme: A Tragedy or disappointing ending

✂ -

Theme: A Fantasy or Magical Film

LESSON 1 RAPID FILM GENRE / THEMES

Theme: A Superhero film

✂ -

Theme: A Sad film / animated film

✂ -

Theme: An exciting or scary film

LESSON 1 TEACHERS RAPID FILM 3D ASSETS

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Assets are part of the film making process, e.g. editing clips and audio recordings are known as assets. In this context, images of 3D Assets are something that are being used as a prop, that are necessary for the character's motivation or the plot in the film.

This might be as part of their character, e.g. Sherlock Holmes and his pipe or violin, an object in a quest, or event, e.g. The Ring in Lord of the Rings, the Pill in the Matrix or cassette / music in Guardians of the Galaxy.

3D Asset: A motorbike / scooter

3D Asset: A Key, set of keys, being given a key

3D Asset: A Legal document

LESSON 1 TEACHERS RAPID FILM 3D ASSETS
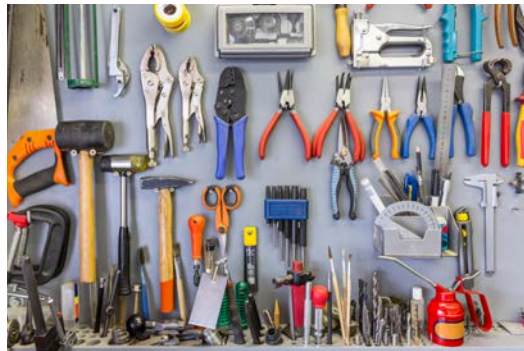
3D Asset: Tools of the trade

✂ -

3D Asset: A hat. What is the occasion for the hat, what century is the hat from?

✂ -

3D Asset: A map. Travelling to see friends, going on a world trip or treasure hunt?

✂ -

SDG12 MM7 Media Communication 1
Introduction to Pre- and Post-Video Production

Media Communication 1 Introduction to Pre- and Post-Video Production

Implementation

Lesson 2: From Idea to Story 1

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: From Idea to Story 1

In this lesson, learners will begin to consider the aspects of film making and pre production. They will gain an awareness of basic video production planning and learning core elements of idea / story development. This will help them with Lesson 2 and storyboarding their final project if a video assignment is part of the completion of their project work.

Vocabulary: Audience, Concept, Development, Message, Pre-production, Story-telling, Style

In this lesson, the learner will:

- analyse two videos to develop skills to create their own video
- begin to develop an awareness of storytelling, messaging and consider audience engagement
- develop their video idea based on how to tell a story and engage an audience
- prepare for lesson 2 and storyboarding their film project idea

Materials

- Internet access
- Worksheet: Video Analysis
- Worksheet: Idea Development
- Paper, Pens, pencils or markers

ACTIVITY INSTRUCTIONS

Activity 1: Active Listening task (20 mins)

1. Using the Video Analysis worksheet in pairs, learners are asked to consider the following videos:

- FAIRCHAIN - introduction to the project [2:58 min]
  https://www.youtube.com/watch?v=Ia3pMx32UaI

- SDG12: Responsible Consumption and Production [2:33 min]
  https://www.youtube.com/watch?v=cKlPNGZBrtI

2. Find a new pair of learners to work with and analyse your answers. Be prepared to share your opinions to the class on the videos.

Activity 2 Idea Development Worksheet (30 mins)

1. Complete the Idea Development Worksheet using your team's project idea.
2. As a group, discuss some of the ideas that have come up around your video project.
3. Share ideas as a whole class:

One representative from each group can share their project and video ideas. The prompt questions below can be used to facilitate / elicit suggestions from other groups to feed into each other's ideas.

• What is your video about?
• Who else have you talked to about your video?
• What research have you done?
• Where have you found it?
• What have you come up with so far?
• What is your main message?

Discussion: Do you have ideas for its style yet, e.g. documentary, interview, collage of images with audio, etc.?

REFLECTIVE EXERCISE: 3-2-1 (10 mins)
- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, complete activity 1 and use the rest of the class time to discuss their opinions as a group and prepare for the next class by discussing the film project and expectations.

Extension: For a longer class, complete both activities and use the rest of the class time to watch the How To Plan A YouTube Video [10:27min] https://www.youtube.com/watch?v=zErUe_UVOGY

Discuss the elements that they will need to consider for Lesson 4 and Storyboarding, you can also bring in elements from one of the articles on Styles and Genres and remind them of Lesson 1 activities.

- Flipped classroom: ask learners to watch the two storyboarding videos in the media box before the next lesson 3 when they will begin to create a storyboard of their video.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

How To Plan A YouTube Video [10:27min] https://www.youtube.com/watch?v=zErUe_UVOGY

Article: Nine Styles of Video and when to use them https://99designs.com/blog/video-animation/styles-of-video/

Article: Film styles and Genres and how to use them https://www.indeed.com/career-advice/career-development/types-of-film-styles

Storyboarding

- Basic Storyboarding in 5 Minutes [5:14min] https://www.youtube.com/watch?v=NcCAzs2kCFw
- How to Draw Storyboards Even If You Don't Draw Additional software / platforms [13:35min] https://www.youtube.com/watch?v=NPrkxj2MyZI

Teacher-focused video production in the curriculum http://kidsvid.4teachers.org/nav_pages/teaching.shtml

## Local Trip / Expertise / Additional Work and Assessments

Linked Learning: Use Media Modules as assignment options for Civic, Social & Political Education – Sustainability, Visual Art, Media & Communication or consolidating GAISCE community project

- Media Communication 2: Poster Creation
- Media Communication 3: Creating a Pecha Kucha presentation
- Media Communication 4: Podcast

MM7 L1 WORKSHEET
VIDEO ANALYSIS

SDG14 and the Ocean Health programme takes full account of current and future economic, social and environmental impacts by considering the relationship between our species, the ocean and our communities, especially as a small island nation.
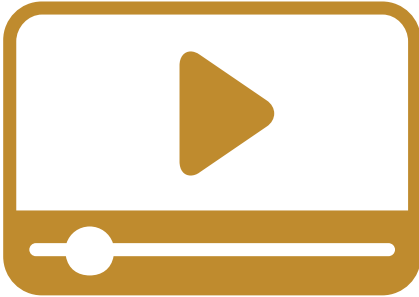
Student Name / Team:

Date:

1 Watch the following two videos. Each have been made in very different ways and both look at our relationship to the ocean in different ways.

- Video 1 Thank you Sea, Surfers against Sewage [4:21 min]
  https://www.youtube.com/watch?v=cOmSPOeaOwQ

- Video 2 When my body is in trouble, I swim 10 Magical Fingers [4:20 min]
  https://www.youtube.com/watch?v=QCe670ahJgw

2 What are the main points of / or message of each video?
Write down the focus e.g. are they sharing information, presenting a tourism offering or a location or promoting an activity?

Video 1.

Video 2.

3 Who's involved, e.g. are there characters telling a story? Did they also make the video? Do you think there is a target audience? Does it have more than one target audience, if yes who are they?

MM7 L1 WORKSHEET
VIDEO ANALYSIS

SDG14 and the Ocean Health programme takes full account of current and future economic, social and environmental impacts by considering the relationship between our species, the ocean and our communities, especially as a small island nation.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION
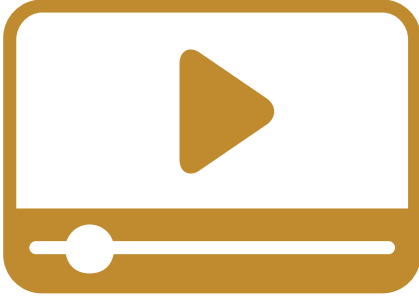
Student Name / Team: _____

Date: _____

4 Did you like or find anything interesting about the videos? If you didn't, you can also say what you didn't like or didn't find interesting. Think about the style of the video and the content.

- Video 1

- Video 2

5 Did you find them inspiring in any way? Why / why not?

Video 1.

Video 2.

6 Think about your answers above - use them to start thinking about your video. Make notes here about each of the videos - their styles, the way they were made, their story, or message.

Was there anything or ideas that might inspire how you will make your film?

After discussion as a class, Worksheet 2 will help you to think through some of your ideas before starting your storyboard.

Media Communication 1: Introduction to Pre and Post Video Production

Implementation

Lesson 3: Developing A Project Plan

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: Developing a Project Plan

In this lesson, learners will be introduced to the five stages of film production and begin to explore ideas for their film / video project, which will help them prepare for making their videos. They will begin the development stage of planning their video / film project in advance of moving their ideas from concept into reality.

Vocabulary: Development, Distribution, Mood / Vision Board, Production, Pre- and Post-Production, StoryMap

In this lesson, the learner will

- collaborate and share ideas, both written and orally
- develop an understanding of the different stages of film-making
- begin to develop their film / video project ideas
- give and take constructive peer feedback

Materials

- Access to Class One Drive and Team Folder
- Worksheet: Project Planning 1
- Worksheet: Creating Vision / Mood Board
- Access to Canva Education account for creating digital Vision / Mood board
- Paper, Pens, pencils or markers

ACTIVITY INSTRUCTIONS

Activity 1 Planning your Project (30 mins)

1. Learners should work in small teams whether developing a film idea from scratch or linking into a project they have developed through the Future of Ocean Health Programme, as film making is a collaborative process.

2. Have learners set up a shared folder in One Drive where they can keep all their project work in one place. If not working digitally, learners can upload images of their work.

3. Using the Project Plan worksheet part 1, learners will begin to work through their ideas for a short 3-5 minute video. In this lesson, learners will begin this process by developing their ideas and a mood board. The full project plan will be developed over a number of lessons to cover the Development and Pre-Production stages which include:

- Initial ideas - Inspiration and mood boards - Lesson 3
- Storyboards - Lesson 4
    - The script
    - Shot lists Lesson 5

- Pre Production - Lesson 6
    - Time and location of the shoot
    - Casting / Costumes / Props list
    - Equipment checklist
    - Call Sheet
- Production - Lesson 7 / 8
- Editing - Lesson 9

Activity 2 Sharing Initial Project Summary (20 mins)

1. Depending on number of teams, ask one representative from each group to share a summary of their project's key concept / idea including any ideas about style and message for 2 mins and be prepared to answer one question about their project.

REFLECTIVE EXERCISE: 3-2-1
- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, complete activity 1 only and Learners can prepare to present their project summary in a 2nd session.

Extension: For a longer class, learners could begin a mood board for a presentation to the group about their film showing their project ideas, ideas about location, costumes, etc. This could be presented in an additional lesson or within another lesson if team teaching / the project is cross curricular.

Flipped Classroom: Learners create a vision board and then present this in an additional lesson or within another lesson, e.g. English or Geography, depending on their film.

Option B: Ask each team to photograph their original worksheets to upload to the drive. Then swap with another team and allow them to feedback / provide written responses to their ideas. This will encourage them to develop constructive feedback and support each other as well as highlight areas to consider or that might not be clear to others outside of the team.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

How to make a film Mood Board https://www.studiobinder.com/blog/how-to-make-a-film-mood-board/

Students can use the Mood Board / Vision Board worksheets in the resources to support the development of a Vision Board either on paper or use a digital platform to create a digital board e.g.

- Miro - https://miro.com A visual platform for teamwork
- Pinterest - https://www.pinterest.com/ Can use it to create your own Pinterest board as well as accessing lots of examples for inspiration.
- Canva - www.canva.com Graphic Design Tool - Sources, Templates, Layout and examples all in one place
- Milanote - https://milanote.com/
- Mural - https://mural.co/ Digital whiteboard team work

Local Trip / Expertise / Additional Work and Assessments

Linked Learning: Use Media Modules as assignment options for Civic, Social & Political Education – Sustainability, Visual Art, Media & Communication or consolidating GAISCE community project

- Media Communication 2: Poster Creation
- Media Communication 3: Creating a Pecha Kucha presentation
- Media Communication 4: Podcasts

THE 5 STAGES OF FILM PRODUCTION:

This worksheet will introduce you to the 5 stages of film production, which you will return to throughout the lessons. In your own words, write a definition for the different stages of film production. You can use google, but make sure you get the definition relevant to film! If you use AI / Chat GPT, we want to see your definition and Chat GPTs version, also.
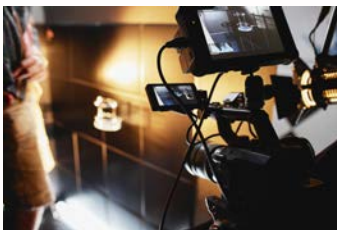
1. DEVELOPMENT:

_____
_____
_____
_____

2. PRE- PRODUCTION

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3. PRODUCTION

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4. POST-PRODUCTION

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_____
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_____

5. DISTRIBUTION

_____
_____
_____

MM7: LESSON 3WS PROJECT PLANNING 1

In this lesson you will focus on the Development stage and begin to develop ideas for your own film. You will return to the worksheet in other lessons when your reach the other stages.

1. DEVELOPMENT:

- Your ideas
- Inspiration and mood boards

1. Using a piece of paper or digital board, draw, or place an image in the centre that begins to describe or represent your film's main idea. This is just the starting point, so it can be very broad and just a rough idea.

2. Add a note, write 1 - 2 sentences that describes the film just to get you started.

With your team, start adding any ideas that relate to your initial idea - the Project Concept. Think about any characters and their relationships, the locations you could use, visual styles, and keep adding ideas until you fill the board!

EXAMPLE OF VISUAL IDEATION

Early life / Biography

Marine Biologist / Oceanographer Explorer

Short documentary on Dr Sylvia Earle

Research and Academic life

Expeditions - China, Galapagos, Bahamas

Scuba and untethered diving record

Hope spots / Marine Consertvation

Hope spots near me

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

You can continue to build out your board with images for your characters, locations, costumes, or whatever you want so you can creatively explore your ideas.

You can build different mood boards for different aspect, e.g. characters or the look and feel of your film using colours.

CHARACTER MOODBOARD

Pinterest Mood boards for Sherlock Holmes
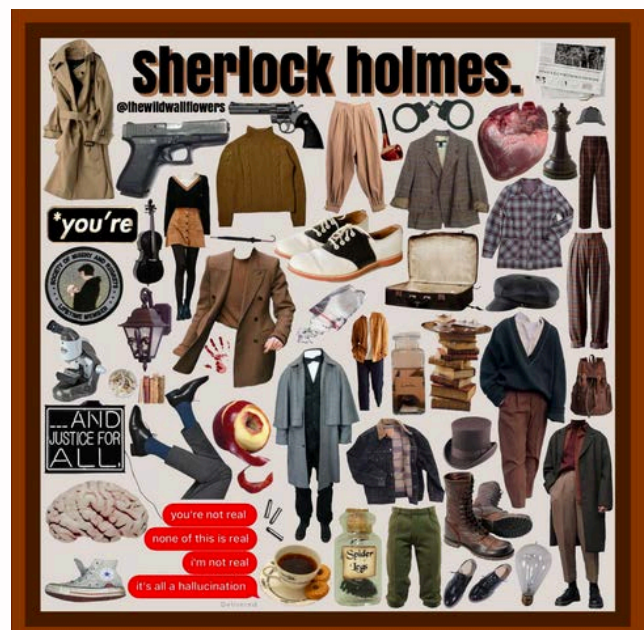
Creating character mood boards helps to develop unique and memorable characters and is a big part of your storytelling. You can highlight any specifics you want them to have. The acronym STEAL helps you remember the different aspects of developing a character.

S.T.E.A.L.

- Speech: What a character says and how they say it; vernacular, accent, etc.
- Thoughts: What a character thinks and believes.
- Effects on Others: How a character interacts with and influences others.
- Actions: Everything a character does.
- Looks: How a character looks and appears; clothing, hair, etc.

Use this to help you. develop your own character mood boards and unique characters.

2. PRE- PRODUCTION

The Script

There are very specific formats for writing a script and after the outline and treatment (the full summary of your film) many people use scriptwriting software. For your purposes you are going to use a story map to

create an outline and a summary, and use that to develop your storyboard. You will also create simple dialogue, if needed.

our **STORY BEGINS** *here*

This is the opening of the story - Who, What Where and When?

DON'T FORGET

Who are the characters and settings, what they will say, and where and how they will say it.

This is the problem or purpose of the film and defines your main plot line.
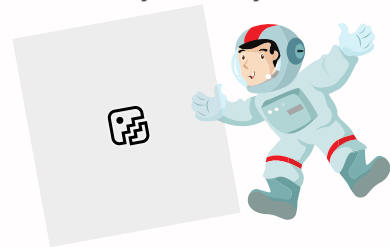
DON'T FORGET

There maybe one or two events with different characters that make up the film.

The middle of the film

THE END

The resolution of the problem or realisation of the purpose - the closing scenes

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Tells us about your film. What is it called and why are you interested in making it?

Tells us the main theme / idea in your film. What's the story? Describe the type of film it is, e.g. animation, documentary.

Who are your characters in the film or if its a documentary? Tell us about the main person.

How does your film increase awareness of SDG14 or the Ocean's Health?

What makes your film different? What is its unique selling point?

STEP 1: THE 'WHAT' OF YOUR FILM

Find an image and place it at the centre of your board that represents your main film's theme. Use pictures, texts or quotes that help you tell what your film is about.

Develop the central message. This is an image that will represent your film idea.

Keep it colourful and visual. Our brains love images.

STEP 2: THE 'WHY' OF YOUR FILM

Develop an image that will show why your film is important - its main story idea. Use pictures, texts and quotes that help you show Ocean Health/ SDG 14.

Use can use Pinterest, Google images, cut out images, and texts from magazines and drawings

Vision board examples on Pinterest.

https://www.pinterest.ie/scrap pinmichele/vision-board-samples/?lp=true

STEP 3: THE 'WHO 'OF YOUR FILM

Develop an image of the people who will see your film. Use pictures, texts, quotes, and/or statistics that help to you define your audience.

STEP 4: THE 'HOW' OF YOUR FILM DISTRIBUTION

How will you reach your audience? Use pictures, texts, or quotes that help you think about your audience.

Will it be 1 large poster, an accordion book or 4 sections - one for each section of your project's idea

STEP 1: MATERIALS

You can choose to do your vision board online, but if you make it you will need to gather cardboard, card / paper, glue, scissors, images.

STEP 2: DECIDE ON WHO WILL DO WHAT

Each person in the group should be responsible for developing the vision board - you can take different sections.

STEP 3: PLANNING YOUR BOARD

As a group, you can start to plan the size, shape, and format of your vision board - see examples, but don't be limited. It should reflect your project.

STEP 4: GATHERING IMAGES

Begin to gather images that tell the story of your project - you can use drawings, cut outs, images printed from Google or Pinterest, or if digital, you can scan your images online.

STEP 5: ORGANISE YOUR INFO

You can organise the sections in different ways - think about your audience - who are you trying to reach? Look at examples of posters, communication for that audience.

REMEMBER MESSAGE AND AUDIENCE

1. *Will they read left to right?*
2. *Will you direct them how to read using arrows or numbers?*
3. *Will your central idea be the biggest image?*

HTTPS://WWW.PINTEREST.IE/SUNFLOWERWAYS/CREATING-A-VISION-BOARD/

CREATING A DIGITAL VISION BOARD USING CANVA

Step 1: Gather and share your digital Images

When you have decided who is working on what section – gather your digital images and save them all together in a folder. You can create and use a shared drive folder to work in a group.

Step 2: Open an account in Canva

https://www.canva.com/

Step 3: Open a new design in Canva

Once you're signed in, you'll want to click "Create a Design," and choose the template you like, perhaps poster or photo collage.

If you plan on printing your vision board, you can choose USE CUSTOM DIMENSIONS. You can see this in the top right of the screen.

Step 4: Import your images into Canva

Media Communication 1: Introduction to Pre- and Post-Video Production

Implementation

Lesson 4: From Idea to Story 2

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: From Idea to Story 2

In this lesson, learners will continue to learn the core elements of idea / story development and begin to storyboard their ideas in preparation for making their videos.

They will begin the pre-production process of planning their video / film project and moving their ideas from concept into reality.

Vocabulary: Development, Dialogue, Camera Angles, Characters, Lighting, Scenes, Storyboarding

In this lesson, the learner will:

- collaborate and share ideas, both written and orally
- begin to develop their storyboard for their video project based on how to tell a story
- develop an understanding of how to storyboard an idea for video
- develop their storyboard
- give and take constructive peer feedback

Materials

- Worksheet: Story boarding 1
- Resources Sheet: Story board
- My Storyboard template
- Access to Canva Education account if online access is available for using digital story boards
- Paper, Pens, pencils or markers

ACTIVITY INSTRUCTIONS

Activity 1 Storyboarding Worksheet 1 – (40 mins)

1. As a class, review the Storyboard guidance on page 1 and 2 of the WORKSHEET: Storyboarding 1. Discuss the various aspects of storyboarding and what needs to be included, identifying and clarifying any terms within the film development process.
2. As a class, review the Basic Camera Shots worksheet from Lesson 3.
3. Work through the steps on storyboarding from worksheet 1 to develop the first draft of their storyboard.
4. Have learners use the 'My Storyboard' template to complete a first draft of their storyboard in preparation for their video project.

   - Learners can work in pairs, or if they have a team project they should work with the same team that are working on the project.
   - If using Canva for digital storyboarding, have students select a template, e.g. Plot Analysis Template in black and White Illustrated Style, and develop their storyboard in Canva.

Activity 2 Storyboarding Peer Review (20 mins)

1. Ask one representative from each group to share a summary of their project ideas.

   - Name of project - if they have it.
   - Plot summary and length - What is your video about?
   - Style of film - short fiction, documentary, awareness campaign, etc.
   - Other teams can ask one question about the information provided.

2. Learners will get suggestions from other groups to feed into each other's ideas.
3. Learners will revisit their story board in Lesson 3.

REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, complete activity 1 only and prepare to present their information in the next session.

Extension: For a longer class, continue to work on developing their ideas and planning using their storyboard. Use the questions below to help expand the story board for their video project.

- What ideas do you have on how will you get your message across. Why they might be using a particular style?
- Who is their audience?
- Begin to think about more about the actors, costumes, and script, the next stage of the process.

Introduce the pdf Storyboarding the Simpsons way from the media box and begin to discuss in more detail the additional information that can be added to the Storyboard - this will be used to start lesson 3.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Resources for teachers

- Storyboarding the Simpsons way
  http://www.animationmeat.com/pdf/televisionanimation/strybrd_the_simpsonsway.pdf
- Teacher focused video production in the curriculum – scripting and storyboarding
  http://kidsvid.4teachers.org/scripting.shtml
- Storyboarding For People Who Can't Draw (Like Me!) [6:31min] https://www.youtube.com/watch?v=ux_Em1lVsjI
- Tomorrow's Film-Makers [13:52min] https://www.youtube.com/watch?v=-578C3gFepU
- Free digital storyboarding app with support for non-drawing storyboarders
  https://wonderunit.com/storyboarder/
- Everything you need to know about storyboarding https://www.vyond.com/resources/what-is-a-storyboard-and-why-do-you-need-one/

Local Trip / Expertise / Additional Work and Assessments

Linked Learning: Use Media Modules as assignment options for Civic, Social & Political Education Sustainability, Visual Art, Media & Communication or consolidating GAISCE community project

- Media Communication 2: Poster Creation
- Media Communication 3: Creating a Pecha Kucha presentation
- Media Communication 4: Podcasts

MM7 LESSON 4WS STORYBOARD SUPPORT

2. PRE- PRODUCTION

Storyboards

Storyboards enable you to visualise your ideas as a sequence - showing the film's action over time. You will develop your storyboard in the this lesson.

Storyboard explanation from Canva 2023. Canva has a storyboard editor - with a number of templates

Different Storyboard styles, Canva 2023

MM7 LESSON 4WS PROJECT PLANNING SUPPORT

Shot list and storyboard

Storyboard showing shots, angles and props, Canva 2023

As part of the story-boarding process you will also need to add in your shot list and angles.

The image from a Canva template shows how this might look and in lesson 5 you will need to think about the bullets below:

- Shot lists
- Scene Number
- Shot Number
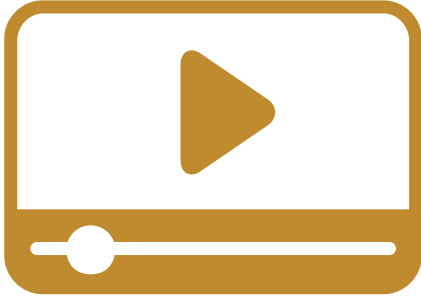- Shot Description
- Camera Movement
- Shot Size and Type

This shot list from milanote.com shows the reference image in the storyboard and the details of the shots they want / need to get for the film and the equipment (gear list) needed.

MM7: MC1 L4WS STORYBOARDING 1

SDG14 and the Ocean Health programme takes full account of current and future economic, social and environmental impacts by considering the relationship between our species, the ocean and our communities, especially as a small island nation.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Student Name / Team: _____

Date: _____

A good storyboard is:

- Clear
- Easily understood by anyone
- Doesn't have overly detailed drawings - shows key scenes, characters and times of day
- Shows Shot list / perspective, camera angles, etc

1 **Have you established your timeline?**

Some things to think about -

- When does your film occur - what time of the day?
- What are the main events in your story and in what order do they happen?
- Will you use flashbacks?
- Will you have different endings?
- Different storylines happening at once to show different outcomes?

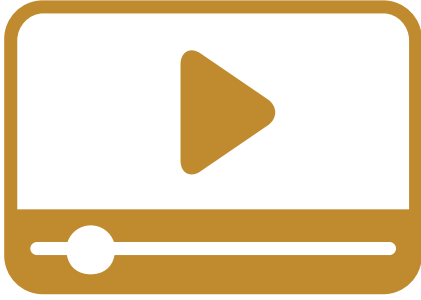**2** **Before you start - Do you know the key scenes in your story?**

Some things to think about -

- Scenes should show your story / plot development
- Key scenes show important info for the viewer
- Key scenes also show if your locations change or time changes or character changes - make it clear

MM7: MC1 L4WS STORYBOARDING 1

SDG14 and the Ocean Health programme takes full account of current and future economic, social and environmental impacts by considering the relationship between our species, the ocean and our communities, especially as a small island nation.

14 LIFE BELOW WATER

Student Name / Team: _____

Date: _____

3 **Have you a written description for each image in your storyboard?**

- Rough draft - this doesn't have to be perfect but it needs to show a description and some dialogue ideas, e.g. conversations between main characters.
- Are the characters fighting, smiling, or moving toward a destination? Some sort of action should take place in each drawing.
- Show Backgrounds / Characters.

Part 2 Design - Thumbnails / Cells

1 **Rough draft - this doesn't have to be perfect but it needs to show you are beginning to think about some of the following points**

- Composition (lighting, foreground/background, color palette, etc.)
- Angle from which the camera is shooting (high or low)
- The type of shot (wide shots, close-ups, over-the-shoulder shots, tracking shots, etc.)
- Props (objects in the frame)
- Actors (people, animals, cartoon talking couch, etc. Anything that can act rather than be acted upon)
- Special effects

2 **Description / Dialogue**

- Make sure the description says what's happening
- Include dialogue
- Approx. shot lengths

3 **Review and finalise your draft storyboard.**

- Does it clearly explain your film - show it to some people and see if they understand
- Tweak descriptions / dialogue once you have feedback
- Don't get too bogged down in details - stick figures could suffice or photos
- Do you want to add colour? Only if it's necessary

14 LIFE BELOW WATER

Storyboard Resources

Use the storyboarding template provided, the index cards, or one of the digital resources to begin storyboarding your project.

CREATE A STORYBOARD SEQUENCE

- Once you have your story idea, characters and ideas of shots, you are ready to create your storyboard.
- Get a cork board, some index cards, and drawing pins. You can use the computer and some templates, a magnetic board, or just pieces of paper.
- Think of each row of cards or paper as an act or scene in your story.
- Write down a brief description and do a drawing on your cards / paper for scenes that you know are in your story.
- Now look and see if there are any gaps in your story – you can do this with someone else and see if makes sense.
- Once it's storyboarded then you can begin writing the full script.

TEMPLATES

- https://www.studiobinder.com/blog/downloads/storyboard-template/
- http://www.printablepaper.net/category/storyboard
- https://boords.com/storyboard-template#pdf-storyboard-templates
- https://app.studiobinder.com/register?shot-lists-storyboards
- www.prezi.com
- https://boords.com/storyboard-template#microsoft-word-storyboard-templates

Create you own storyboard with MS PowerPoint - https://docs.microsoft.com/en-us/azure/devops/boards/backlogs/office/storyboard-your-ideas-using-powerpoint?view=tfs-2018
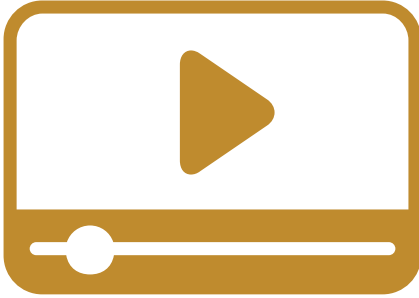
MM7: L4WS
MY STORY BOARD

SDG14 and the Ocean Health programme takes full account of current and future economic, social and environmental impacts by considering the relationship between our species, the ocean and our communities, especially as a small island nation.

14 LIFE BELOW WATER

Student Name / Team: _____

Date: _____

1 Scene 1

_____
_____
_____
_____

2 Scene 2

_____
_____
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3 Scene 3

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4 Scene 4

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MM7: L4WS
MY STORY BOARD
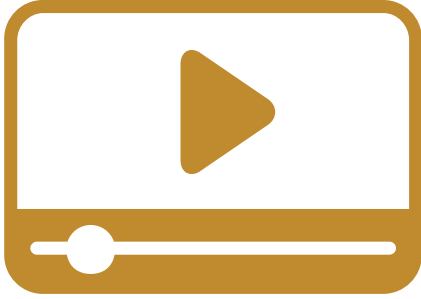
SDG14 and the Ocean Health programme takes full account of current and future economic, social and environmental impacts by considering the relationship between our species, the ocean and our communities, especially as a small island nation.

14 LIFE BELOW WATER

Student Name / Team: _____

Date: _____

5 Scene 5

_____
_____
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6 Scene 6

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7 Scene 7

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8 Scene 8

_____
_____
_____
_____

SDG12 MM7 Media Communication 1
Introduction to Pre- and Post-Video Production

Media Communication 1 Introduction to Pre- and Post-Video Production

Implementation

Lesson 5: Camera Shot List Scavenger Hunt

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: Camera Shot List Scavenger Hunt

In this lesson, learners will undertake a camera shot list scavenger hunt to begin to understand different shots so they can develop their storyboards. They will then upload their shots to the module drive.

This lesson will enable learners to develop the production schedule / call sheet in the next lesson for their shoot and plan their shoot effectively

Vocabulary: Camera Angles, Camera Shots, Shot List, Storyboarding

In this lesson, the learner will:

- will develop their story board
- develop an understanding of how different camera shots and angles can help with storytelling
- begin to create a shot list for their film / video project

Materials

- Internet access
- Worksheet: Camera Shot list
- Support Sheet: Camera Shot list
- Learners' own Storyboards
- Paper, Pens, pencils or markers

ACTIVITY INSTRUCTIONS

Activity 1: Camera Shot List Scavenger Hunt (30 mins)

1. Draw learners attention to the Camera Shots and Angles Support sheet and explain how they will use this to support them on the shot list scavenger hunt.
2. Agree the limits of their hunt, e.g. inside school, the edge of the school grounds, and the time they must return.
3. Working in pairs, learners will use the camera shot list support sheet to explain the different shots and capture examples of the shots on the scavenger hunt list.
4. They should take turns to gather the shots.
5. All learners, whether they have their 6 shots or not, should return by an agreed time.

Activity 2: Uploading their images and Developing their Storyboard (20 mins)

1. On return, learners should upload their images to the module drive and with their scavenger hunt shot list and details of the shot.
2. If learners are working analogue, they can upload their images / details before the next class - set a deadline for this.
3. The winners will be the team that is voted the best shots by the other team(s).
4. Learners can return to their project teams and begin to add the final details to their storyboard.
5. In the next lesson, learners will begin to develop their shot list and call sheet so their storyboards should include:

   - location, characters,
   - time the action takes place
   - lighting
   - camera angles / shots.

5. Learners should also ensure they have their characters developed and script completed for the next lesson so they can complete their shot list and call sheet.
6. Request submission of this two days before the next class so they can be checked before the next stage.

REFLECTIVE EXERCISE: 3-2-1
- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, complete activity 1 only and ask the pairs to upload their images / scavenger hunt lists to the module drive.

Extension: For a longer class, watch the video Film Techniques and Camera Angles - media box before completing their storyboards.

Option B: Learners can continue to work on their storyboards to ensure they have everything ready for lesson 6 to ensure that when they begin shooting, they have planned and prepared as much as possible.

Option C: Learners can read over Lesson 6 Pre Production Planning support sheet and cross reference with their storyboard to ensure they have all the information to create their call sheets and shot list.

MEDIA BOX: (materials, online videos, extra resources, case studies etc)

- Film Techniques Camera shots and angles [4:40 min] https://www.youtube.com/watch?v=RjK509LkCFM

- Ultimate Guide to Camera Angles: Every Camera Shot Explained [Shot List, Ep. 3] [13:31mins] https://www.youtube.com/watch?v=wLfZL9PZI9k

- 4 Framing & Composition Techniques for Beginners | Photography & Video Training [5:31 min] https://www.youtube.com/watch?v=nKM3jkEOpuE

Production Preparation

- How Cinematographers Prepare For A Shoot [13:31min] https://www.youtube.com/watch?v=WYrn-Ccamqc

**Local Trip / Expertise / Additional Work and Assessments**
Linked Learning: Use Media Modules as assignment options for Civic, Social & Political Education – Sustainability, Visual Art, Media & Communication or consolidating GAISCE community project

- Media Communication 2: Poster Creation
- Media Communication 3: Creating a Pecha Kucha presentation
- Media Communication 4: Podcasts

Different shots, perspective, and points of view add visual interest, dynamics, and can be used to tell your story in unique ways.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION
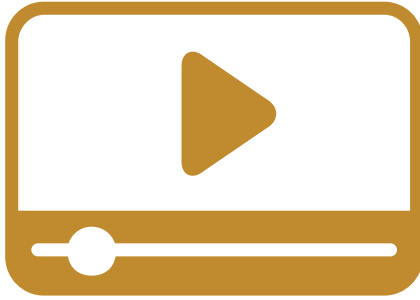
Student Name / Team: _____

Date: _____

TYPES OF SHOTS
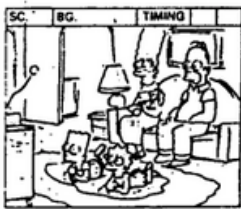
WIDE SHOT (also LONG or ESTABLISHING)
Composition showing WHERE we are, WHO is there, and where they are IN RELATION TO ONE ANOTHER. Simply staged to allow the viewer easy comprehension and acclimation. This shot is the most important shot of any sequence...all shots afterwards are based around it. It doesn't have to be the first shot of a scene, but it MUST happen at some point, otherwise the viewer will be disoriented.
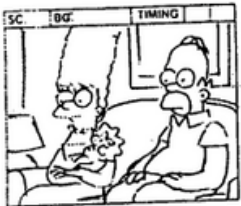
MEDIUM SHOT
Used when the characters become more important than the surroundings. Shows facial expressions AND gestures while continuing the relationships between one or two other characters.
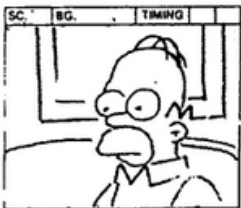
CLOSE UP
This shot involves the viewer more, focusing on a particular character or object. Subtle facial acting is used, or there is text to be read, small details to be noticed. Close-ups involve minimal animation while being powerful images...just don't overuse them.

Close Up- Shoulder to Head
Extreme Close Up (Choker)- Mouth/ eyes only
Medium Shot- about waist length
Medium Long Shot- cuts the figure just above the knees
Long Shot- any shot that holds a full length figure or figures
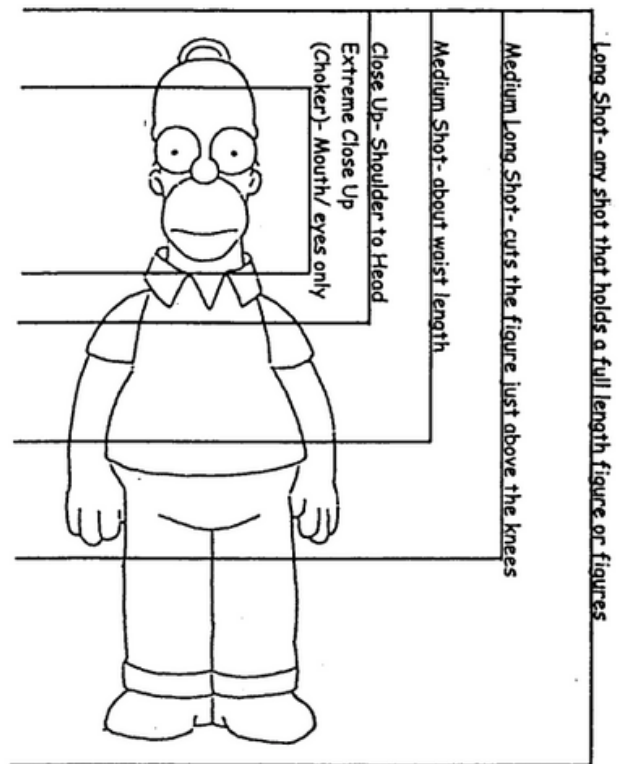
Image: http://www.animationmeat.com/pdf/televisionanimation/strybrd_the_simpsonsway.pdf

- Wide shot - establishes your film setting and location.
- Medium shot - is shot from medium distance, often facial and some body details.
- Close up shot – bringing the camera very close to an actor or detail.

Point of View

From the 'eyes' of the actor or action towards a different point within view.

Different shots, perspective, and points of view add visual interest, dynamics, and can be used to tell your story in unique ways.

**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**
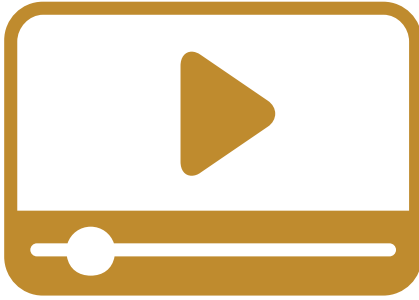
Student Name / Team: _____

Date: _____
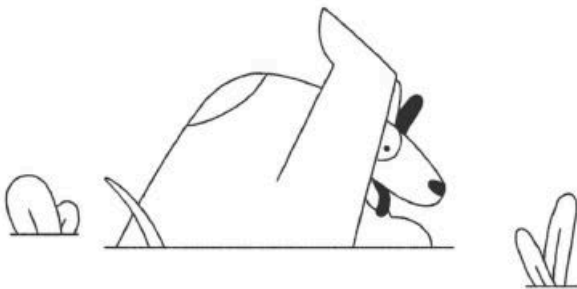
Full Shot -
Frames your actors from head to toe and introduces your characters.

Tracking shots -
You can add how the camera moves by adding arrows to the images, e.g. left, right, up, or down.
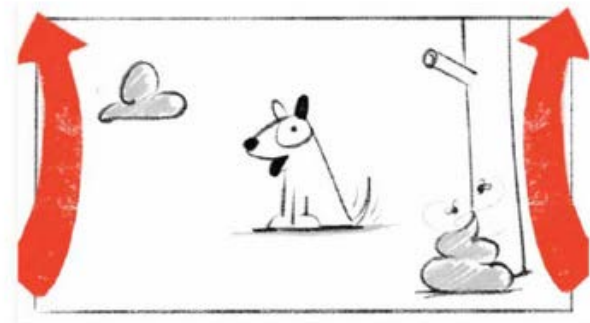
Tilt shot –
Goes from actor to other element (action or other actor), again can give directions using arrows.

Zoom shot –
Zoom in and out to go towards or away from actors and / or action.

For more shot images visit - https://boords.com/blog/16-types-of-camera-shots-and-angles-with-gifs

MM7: LESSON 5WS SCAVENGER HUNT SHOT LIST

Working in pairs, you will capture a minimum of 6 shots / angles to match the shots detailed in the worksheet in preparation for your film production.

Tick your selected shots and fill in the details (what / where). Once you have your 6 shots, you can return to the classroom and upload them to your class drive with your names, scavenger hunt list and images. This exercise will help you make the final decisions for your storyboard.

CAPTURE 6 OF THE FOLLOWING SHOTS / ANGLES

1. Zoom in / Out Details

_____

Zoom In - The lens of the camera moves in such a way as to bring the image closer to the camera.

Zoom out - The lens of the camera moves in such a way as to move the image away from the camera.

2. Pan Right / Pan Left Details

_____

Pan Right - The camera swivels to the right, causing the image to move from right to left across the screen.

Pan Left - The camera swivels to the left, causing the image to move from left to right across the screen.

3. Tilt Shot Details

_____

Tilt shot – up and down, goes from actor to another element (sky, floor, action or another actor), again can give directions using arrows.

4. Full Shot Details

_____

Frames your actor / character head to toe. Introduces your character.

5. Point of View Details

_____

From the 'eyes' of the actor or action towards a different point within view.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

6. Head Shot - Close up

_____

An image that shows character / actors shoulder to head.

7. Head Shot - Extreme Close up

_____

An image that shows details between the neck and forehead only.

8. Medium Shot Details

_____

An image that shows details from the waist up.

9. Wide / Establishing / Long Shot Details

_____

Showing where (landscape, location), who (characters / actors) and their relationships (sitting beside each other, talking to someone, alone).

10. Ground Level Angle Details

_____

Camera is placed on the ground to catch details, follow a characters movement across a scene; can also be used with a tilt shot.

11. Overhead Angle Details

_____

Birds Eye View - Ninety degrees above the subject shooting straight down.

12. Dutch Angle Details

_____

Camera is at a skewed angle; can create a sense of unease, bewilderment, mania.

SDG 12 MM7 Media Communication 1
Introduction to Pre- and Post-Video Production

Media Communication 1 Introduction to Pre- and Post-Video Production

Implementation

Lesson 6: Pre-Production Planning

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: Pre Shoot Planning

In this lesson, learners will develop their storyboards and start to plan with a pre-shoot list. Learners will add more details to their storyboards such as camera angles and shots, thoughts on lighting, time of film and think about filming locations, any permissions required, any costumes or props required as well assign team roles.

Vocabulary: Development, Camera Angles, Camera Shots, Establishing Shots, Location, Pre- Production Planning

In this lesson, the learner will:

- understand the collaborative nature of film-making
- evolve their storyboard towards a dynamic narrative
- move from the development. phase to Pre- Production Phase
- develop their storyboard by adding shots
- begin to plan shooting their film / video project

Materials

- Internet access
- Worksheet: Shot List
- Worksheet: Basic Camera Shots
- Worksheet: Pre Shoot Planning
- Learners' Storyboards
- Paper, Pens, pencils or markers

ACTIVITY INSTRUCTIONS

Activity 1 Finalising the Storyboard towards Pre-production (25 mins)

1. Have learners work in their film / video project groups.
2. Using the Basic Camera Shots Worksheet learners will go over their story board and add the final details such as camera shots and angles.
3. Learners should add at least three - five shots for their story / characters including establishing shots and two - three tracking shots within the action of their storyboards to help tell their story.
4. Learners should also have detailed information about all their other requirements from Lesson 5

   - location and characters
   - time the action takes place
   - lighting
   - camera angles / shots.

5. Learners will then complete WORKSHEET: Shot List using the WORKSHEET: Basic Camera Shots and their scavenger hunt shots as reference to develop the final stage of their storyboard.

Activity 2 Pre Production Planning (25mins)

1. Once learners have completed their storyboard, they should move to the pre-production planning worksheet.
2. Go over the information and activities together to ensure they understand and complete the tasks.
3.Learners should complete the WORKSHEET: Pre Production Planning worksheet - Who's Doing What? Which includes a set of questions to help them plan for their shoot, which they can then use to fill in their call sheet.

NB: After this session, the learners should have completed all the tasks to shoot their film. Additional time for this should be arranged if needed, depending on whether this will be in school or in their own time.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, complete activity 1 and use the rest of the class time to plan the next sessions and discuss when the shoot will happen.

Extension: For a longer class, watch the video - How Cinematographers Prepare For A Shoot (9:16min) https://www.youtube.com/watch?v=WYrn-Ccamqc

Use any additional time to make sure they have everything ready to undertake their shoot. Hold short clinics with each group and see what might be missing.

Learners can also look at the worksheets in lesson seven on lighting and audio in preparation for their shoot, although most will be using their phones / in camera controls.

MEDIA BOX: (materials, online links, extra resources, case studies etc)

How Cinematographers Prepare For A Shoot [9:16 mins]
https://www.youtube.com/watch?v=WYrn-Ccamqc

4-part series covers how to film, edit and upload a YouTube video step-by-step [14:45min]
https://www.youtube.com/watch?v=aB0TlsnkY6E

Resources for teachers

Teacher-focused video production in the curriculum .
http://kidsvid.4teachers.org/nav_pages/teaching.shtml

Local Trip / Expertise / Additional Work and Assessments

Linked Learning: Use Media Modules as assignment options for Civic, Social & Political Education – Sustainability, Visual Art, Media & Communication or consolidating GAISCE community project

- Media Communication 2: Poster Creation
- Media Communication 3: Creating a Pecha Kucha presentation
- Media Communication 4: Podcasts

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

1. PRODUCTION

Once you have your ideas and your storyboard, you move into production which involves the shooting of your film and will require a crew. Within your team, you will most likely have people doing a number of roles / jobs. For this reason, we have listed the professional roles in film making. You will not have all of these roles as it depends on your film and equipment.

- Director - Directs the shooting and filming, and makes all the major decisions.
- Cinematography - the Cinematographer, with the director, directs the shooting and the filming and works with the Camera Operators and Grips (managing all the equipment, transport and set up of equipment) to do all the camerawork, including stills and moving images.
- Picture and Sound Editors these gather stills and audio throughout the shoot to make a rough cut.
- Scripts - Making sure everyone knows what they are saying and when.
- Production - Day to day co-ordination including catering, finance, schedules, etc., and make sure the film is resourced from start to finish.
- Hair, make up and costume departments - deal with all the actors' appearance.
- Props - any additional props needed for the sets in the film and for actors to use.
- Location finds the location and negotiates the arrangements, permissions and fees.
- And last but not least, your actors.

Who's Doing What?

In preparation for your shoot, start to delegate tasks. As a small team you you will have to do more than one job and possibly get others involved!

1. When is your shoot? Pick a date and work backwards planning from then until now.

2. Where is your shoot? Have you got your locations / shots sorted? Do you need permission or transport?

3. Who is your Director?

4. Who will capture the shots? Are you taking it in turns?

5. Do you have your actors and have they had the script and learnt their lines?

6. Who is responsible for hair and make up?

7. Have you got all your costumes and props? Make a list from your storyboard and check as you will need to have them ready for your shoot date.

A Call Sheet is a simple way for your production manager to co-ordinate the film shoot to make sure everything gets done on time and within budget. You will not necessarily need this as you are a small team and a short film. You will still have to be organised, as you will be doing multiple jobs and won't have a lot of time. Below is an example, but you can use a spreadsheet or word document; whatever works best for you.

This example from milanote.com shows how they are organising their shoot. Why not use it as a template to help you organise yours?

Use the questions on the previous page to help you fill in the table below. You can also use excel or a piece of paper with a table you have drawn yourself.

The Project	Locations for scenes	Actors / Crew	Schedule

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

2. POST-PRODUCTION

So, you have shot your film and the shoot was a success! You are now moving into the post-production phase when the film is edited. This includes the audio. Often an editor will assemble the footage shot-by-shot and, if necessary, add music and sound effects, transitions (moving between shots), visual effects, any voice overs / replacements and credits.

As a team you might do this together by making the decisions collectively, or if you had a director, they direct the edit.

3. DISTRIBUTION

The final stage of any film production is distribution once it's ready for a screening. This is when the promotion happens and if you have a deal, depending on the deal, it might be released in cinemas, DVDs or on a digital / streaming platform. You don't need a deal; you can share your film on many platforms, e.g. Vimeo, Youtube, short previews on Instagram / teasers on Tiktok, at film festivals, in galleries or at school.

Why not have a red carpet event as a fundraiser for your next film?

Your class could share all their films!

THE
END

MM7: L6WS PROJECT PLANNING WORKSHEET - 2

1. PRODUCTION

Once you have your ideas and your storyboard, you move into production which involves the shooting of your film and will require a crew. Within your team, you will most likely have people doing a number of roles / jobs. For this reason, we have listed the professional roles in film making. You will not have all of these roles as it depends on your film and equipment.

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Your class could share all their films!

SDG12 MM7 Media Communication 1 Introduction to Pre- and Post- Video Production

Media Communication 1 Introduction to Pre- and Post-Video Production

Implementation:

Lesson 7: Lights, Camera, Action

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: Lights, Camera Action

Most learners will be using their phone and in-camera audio and digital platforms, e.g. reels for editing. This lesson is for those using a camera or interested in learning more about the process and getting some technical tips for their shoot.

In this lesson, learners will make their final preparations to turn their ideas into reality. They will consider equipment and gain an introduction to lighting and audio.

Vocabulary: Camera, Lighting, Audio

In this lesson, the learner will:

- gain an understanding of the basic audio-visual kit
- think about key elements of their shoot, e.g. camera, lighting, audio
- consider their final shoot preparations

Materials

- Internet access
- Support Sheet: Basic AV Camera Kit
- Worksheet: Lighting and Audio
- Paper, Pens, pencils or markers

ACTIVITY INSTRUCTIONS

Activity 1 Basic Audio Visual Kit (10 mins)

1. If the learners are using a camera (DLSR or Video), use the Worksheet: Basic AV to identify the different parts of the camera they are using and explore the controls.
2. They will consider lighting in the next activity.

Activity 2 Rapid Lights Camera Action (40 mins)

1. Model three linked actions for the learners, e.g. picking up a pencil, turning to face the camera and offering the pencil, or writing on the board, turning to face the camera and pointing into the room.
2. In groups of three, ask learners to develop an idea that has three activities (pieces of action). This is a rapid process so the activities are 'small' as modelled. Learners can also begin by just thinking about three simple activities without them being linked.
3. While learners are doing this, write the following prompts on the board:

   a. Where is the light coming from? The light source should be behind the camera.
   b. What are the colours in the shot? Explore the best angles for shooting.
   c. What is behind your action? Is it adding to or taking away from the action / activity?

4. Have learners turn on the camera. Auto function is fine for this activity. Learners can also use a phone for this activity, as the skills are the same as if using auto-function.
5. Learners should capture each of the activities without audio as three individual shots, being mindful of the the prompts on the board.
6. Have learners play with the sequence of their shots and how it affects the story. This can be done in camera and will be useful when they come to edit their film.
7. Learners should decide on one sequence they will potentially share.
8. Ask for one or two groups to volunteer to share their 'films.' Discuss the shots and the sequence they selected and why. Discuss the changes to the story and the different sequences made.

REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, complete activity 2 with steps 1 - 6 only.

Extension: For a longer class, learners can go outside and play around with creating a different set of different action shots as well as one shot (scene) with three types of action. They can explore different camera angles and shots, using what they learnt in lesson 5 - see video in media box.

You can set themes using the Rapid Themes from the Rapid Teachers' cards in the first lesson.

Option B: Learners can take their shots into an editing programme and play around with the sequence; see media box for options. If you set up a free Canva education account then this will be the easiest to use.

This can be saved and in a second session transitions can be added.

MEDIA BOX: (materials, online links, extra resources, case studies etc)

Ultimate Guide to Camera Angles: Every Camera Shot Explained [13:31 mins]
https://www.youtube.com/watch?v=wLfZL9PZl9k&t=1s

Video Editing Software / Platforms

- Canva https://www.canva.com/create/videos/ - free video-making tools / education account – paid service also available
- Video Production platforms https://animoto.com - create and share drag and drop video making platform
- Animaker https://www.animaker.com - a platform for beginners, non-designers & professionals to create animation and live-action videos
- Vimeo https://vimeo.com/ - free to join and offers templates

Local Trip / Expertise / Additional Work and Assessments

Linked Learning: Use Media Modules as assignment options for Civic, Social & Political Education – Sustainability, Visual Art, Media & Communication or consolidating GAISCE community project

- Media Communication 2: Poster Creation
- Media Communication 3: Creating a Pecha Kucha presentation
- Media Communication 4: Podcasts

As technology has developed becoming increasingly mobile and relatively cheap, the ability to make a film has become quite accessible.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION
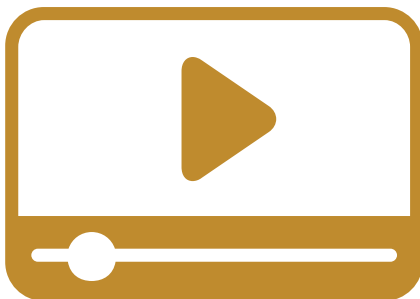
Student Name / Team: _____

Date: _____

The best camera is the one you have on you!

Smartphone, DSLR stills camera with video functionality, a vintage camcorder, an action camera like a Go Pro or a webcam.

Things to think about:
Are you mobile, at your desk, or always making videos that might justify a designated camera? Also, focus on the size of the image sensor and lens glass. This is what makes for an exceptional camera.

A mic, ANY MIC, is better than the microphone built into the camera. For video blogs, interviews, or when delivering a piece to camera, a lavalier microphone (also known as a tie clip mic) is a perfect choice and it can fit into the headphone jack of your phone. You can also get a full microphone kit with discreet mounts to hide the mic, perfect for phones, tablets and DSLRs, so very versatile and suitable for most needs.

Make sure you select a 'video' tripod and not a 'photography' tripod.

What's the difference?

A video tripod is built to allow for smoother horizontal and vertical movement, while a photography tripod is for static shots and designed to be immobile.

Think about what you want to do and what your needs are.

As technology has developed becoming increasingly mobile and relatively cheap, the ability to make a film has become quite accessible.
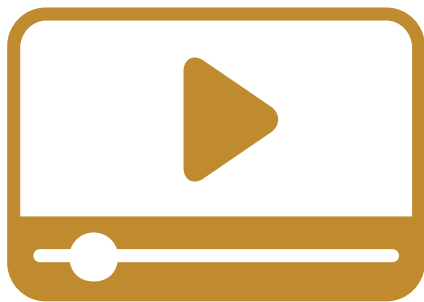
Student Name / Team: _____

Date: _____

The first rule of the club is...

Make sure the light is in front of your subject and not behind them, or you'll silhouette them. Natural light is best, and soft light is the most flattering. Don't let all your hard work go to waste by blinding the viewer or making your video so dark that they can't see it. Softboxes are excellent for beginners. They're cheap, portable, low power, and give off hardly any heat. They're easy to set up too. The colour temperature of the light is the same as natural daylight, so perfect for adding a natural looking boost to your images.

Explore the general, standard audio-visual kit and begin to work out what you need for what you want to do. You can start by labelling the pieces above.

SDG12 MM7 Media Communication 1
Introduction to Pre- and Post-Video Production

Media Communication 1: Introduction to Pre- and Post-Video Production

Implementation

Lesson 8: Basic Editing

Subjects: Climate Action and Sustainable Development, Design, English, Enterprise, Science

Lesson Title and Summary: Basic Editing

In this lesson, learners will make their final prepartaions to turn their ideas into reality. Learners are introduced to digital editing and begin to transfer their footage.

Learners will learn the basics of all they need to know for creating a basic sequence with audio, transitions and titles

Vocabulary:Audio, Editing, Effects, Media Assets, Titles Transitions

In this lesson, the learner will:

- collaborate and share ideas, both written and orally
- think about key elements of their shoot e.g. camera, lighting, audio,
- make their final shoot preparations

Materials

- Internet access
- Worksheet: Step-by-Step editing
- Learners' original storyboard
- Paper, Pens, pencils or markers

ACTIVITY INSTRUCTIONS

This lesson can be run over a number of sessions depending on the engagement of the learners, equipment available and whether they are using a video editing software or are working on their phones to create am Instagram reel / Tik Tok video.

If not using their phones' editing facilities, learners should select one of the video editing platforms from the media box - we have created the lesson, worksheets and support using ClipChamp - see media box.

Whatever software is being used make sure it sign up / access has been completed. Many programmes have educational accounts e.g. Canva or are browser based like ClipChamp.

Contact your school's technology officer in advance to check if there's already a software used by the school or if not, to ensure access / permissions for your proposed software is given the school's firewall or internet security.

Activity 1 How to use Clipchamp (10mins)

1. Watch the Video: How To Use Clipchamp Video Editor | For Beginners (2023) [9:23 mins]

Activity 2 - Editing your Film / Video Project - timing dependent on class timetable

1. Learners can look at other platforms Canva, Openshot Da Vinci Resolve - start with a simple option so that focus is on the editing not learning the software.
2. For this lesson we are using Clipchamp - this is browser based and linked to email so learners' can sign up direct from school computers and being Microsoft they can use their school emails and you can always check in with the school or
3. Using the Worksheet: Step-by-Step Editing with their story board, learners can begin the editing process.
4. If there is a deadline. or set number of classes for completing their video projects ensure the last class allows enough time to export their final film in the format required - see step 5 on the WORKSHEET: Step-by-Step editing.

REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, complete activity 1 and time activity 2 to align to the class time available. Learners can work on their project for a number of sessions

Extension: For a longer / additional class, learners can work in groups and select other video editing software and undertake a simple review - see media box for links to software. They can consider

- function: is it easy to learn and use, does it have enough tools? If not what's missing?
- accessibility: is it intuitive, clear text and visuals, is the help function easy to understand?
- look and feel: do they like it, does the interface make them want to use it?

MULTI-MEDIA BOX: (materials, online links, extra resources, case studies etc)

Clipchamp Video tutorial [9:23 mins] https://www.youtube.com/watch?v=mIMeB8xZt2o

How to use Microsoft's FREE Video Editor - Clipchamp Beginners Tutorial [30:53]
https://www.youtube.com/watch?v=Kf_14bvASxY

Other Video Production platforms downloads

Canva Free video-making tools. Paid service also available https://www.canva.com/create/videos/

Open Shot https://www.openshot.org/ easy to use, quick to learn, and surprisingly powerful video editor

Da Vinci Resolve https://www.blackmagicdesign.com/products/davinciresolve/ Industry standard but does give a free download on this link.

Animaker https://www.animaker.com - a platform for beginners, non-designers & professionals to create animation and live-action videos

Animoto https://animoto.com - create and share drag and drop video making platform

Local Trip / Expertise / Additional Work and Assessments

Learners can research opportunities to share their film e.g. local and national film festivals or why not host their own screening night; Competitions e.g. SEAI, EcoUnesco, Young Environmental Projects as well as platforms e.g. School Social Media, Youtube, Vimeo.

Linked Learning: Use Media Modules as assignment options for Civic, Social & Political Education, Sustainability, Visual Art, Media & Communication or consolidating GAISCE community project

MM7 MC1 LESSON 8 BASIC EDITING WORKSHEET

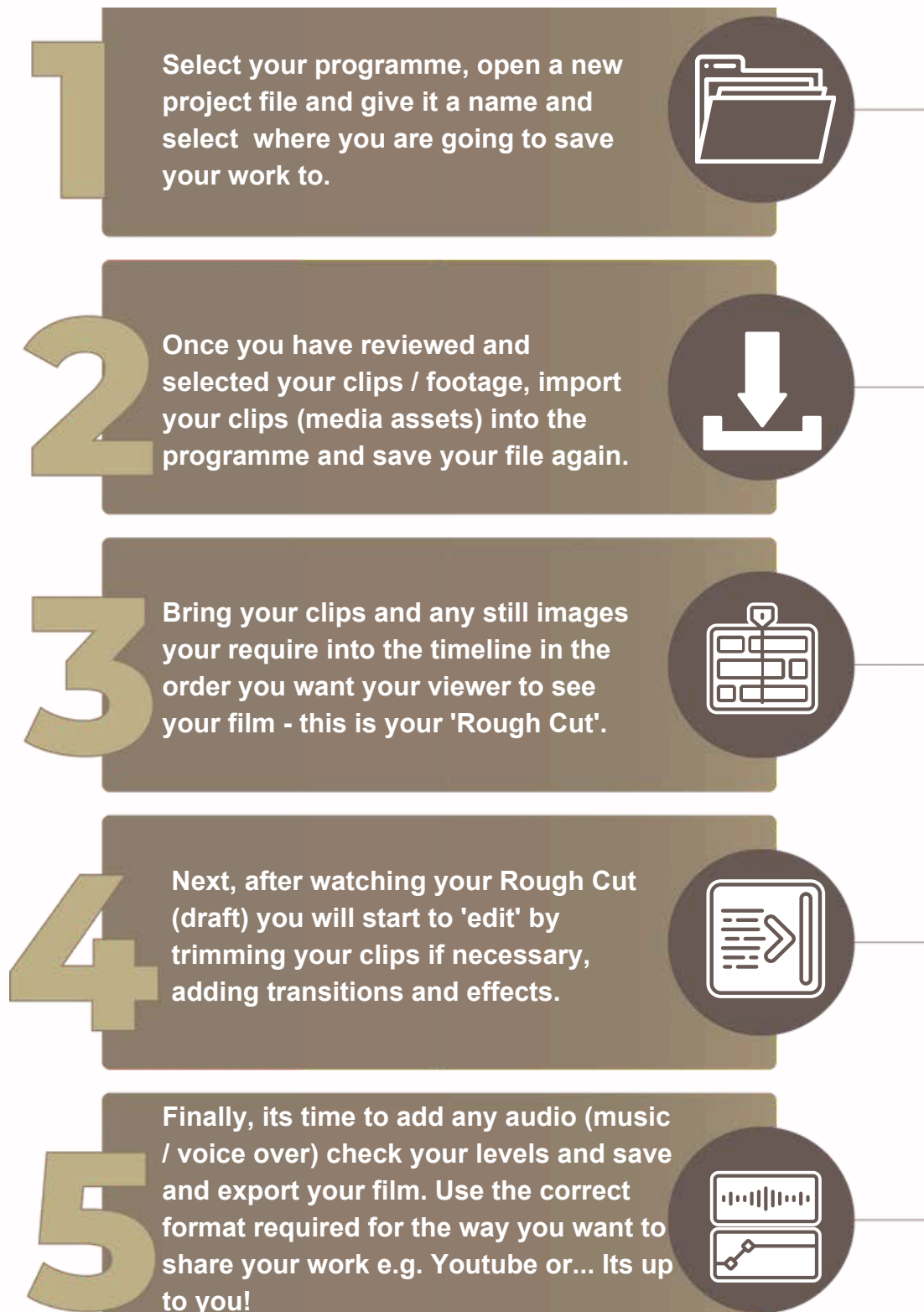**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**

The images in this worksheet are illustrated using Clipchamp a browser based software owned by Microsoft, so it is accessible through most school's computers. You do not have to use Clipchamp, tthere are many video editing software programmes and the process and steps to edit are all similar.

DON'T FORGET **Remember to use your storyboard and shot list to help you create your rough cut - the first draft of your video / film sequence!**

Step-by-Step Editing Overview

1 Select your programme, open a new project file and give it a name and select where you are going to save your work to.

2 Once you have reviewed and selected your clips / footage, import your clips (media assets) into the programme and save your file again.

3 Bring your clips and any still images your require into the timeline in the order you want your viewer to see your film - this is your 'Rough Cut'.

4 Next, after watching your Rough Cut (draft) you will start to 'edit' by trimming your clips if necessary, adding transitions and effects.

5 Finally, its time to add any audio (music / voice over) check your levels and save and export your film. Use the correct format required for the way you want to share your work e.g. Youtube or... Its up to you!

MM7 MC1 LESSON 8 BASIC EDITING WORKSHEET


12 RESPONSIBLE CONSUMPTION AND PRODUCTION

This is the main screen in Clipchamp - you can see the various working areas

1. Import Media - audio, images and gifs also known as media assets.
2. Timeline - where you will drag your assets too.
3. Media Viewer - where you will see your assets if you click or over over them in the timeline.
4. Media Viewer Controls.
5. Pre existing media and tools bar e.g. stock footage, images, music.
6. Audio and effects tool bar that you can use to edit your media assets (image, audio, transitions).
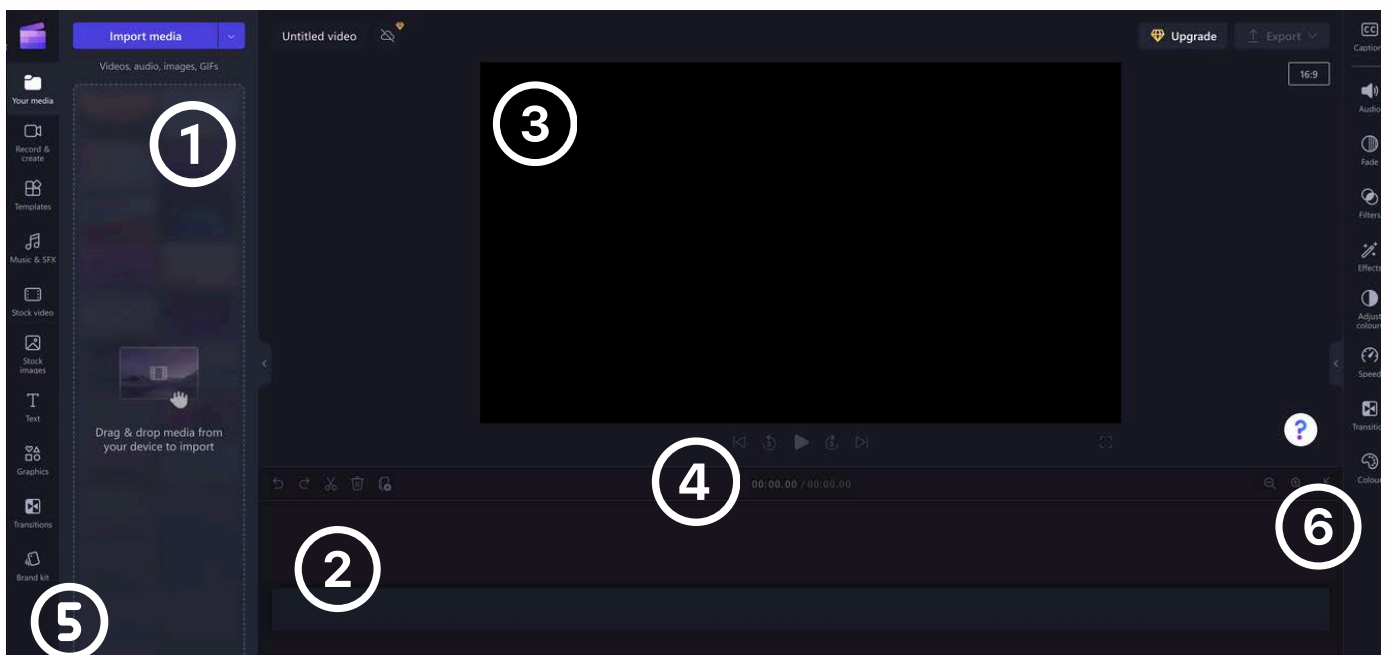
Step 1: As Clipchamp is browser based learners can jump to step 2 as their films are held in the cloud and linked to their email account.

Step2: Once you have reviewed and selected your clips / footage, import your clips (media assets) into the programme by clicking on import media and selecting the media clips.
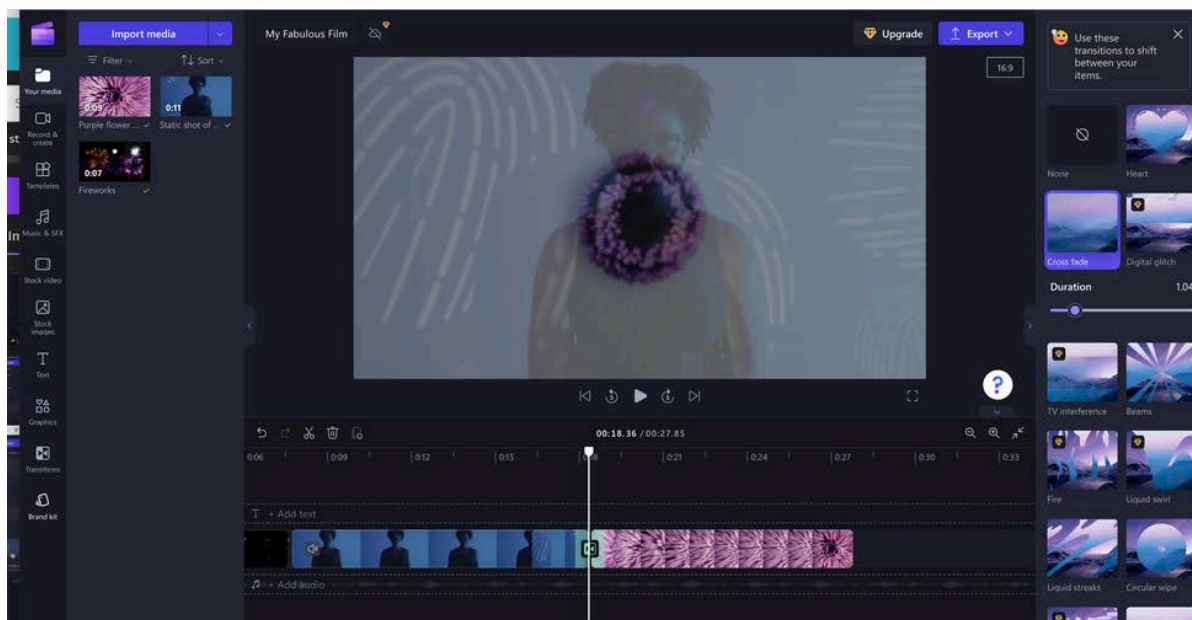
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
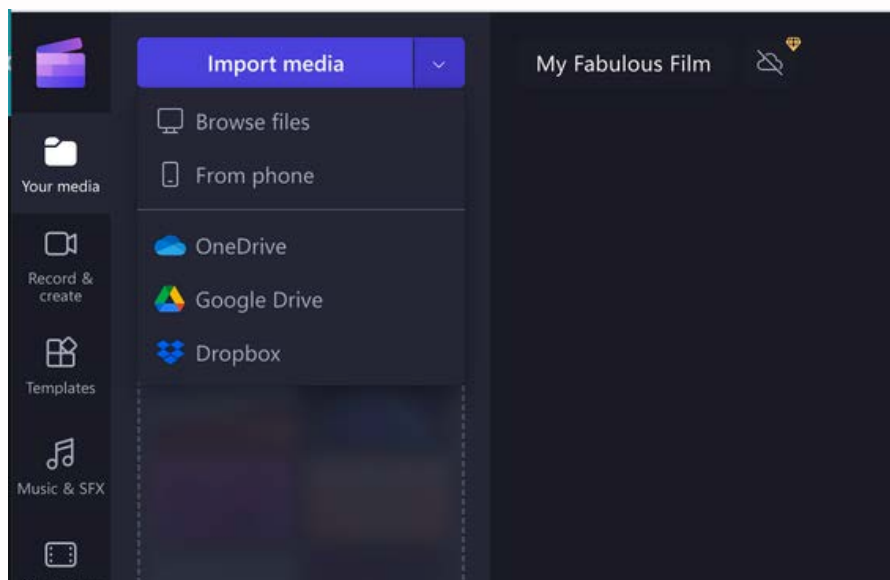
Step 3: Bring your clips and any still images your require into the timeline by dragging and dropping in the order you want your viewer to see your film - this is your 'Rough Cut'
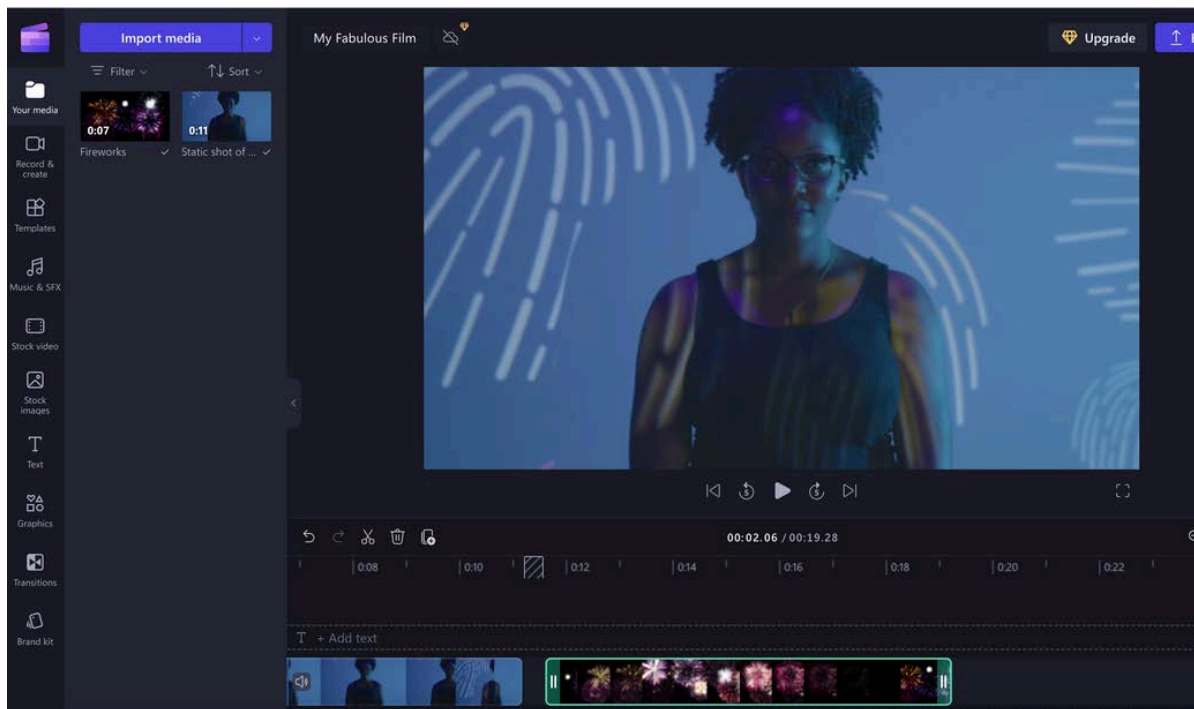
Step 4: Next, after watching your Rough Cut (draft) you will start to 'edit' by trimming your clips if necessary, adding transitions and effects.

Here's where you might trim down your clips to exactly the length you want by dragging the end of the clip to increase or reduce the length. You will probably want to add transitions, between clips. Most transitions should be simple e.g. straight cuts, fading in and out or dissolves e.g. the one in the image is a simple cross-fade controlled by setting the length of time fade in and out.

Remember less is more - too many flashy transitions can be a distraction and it's the same with effects.
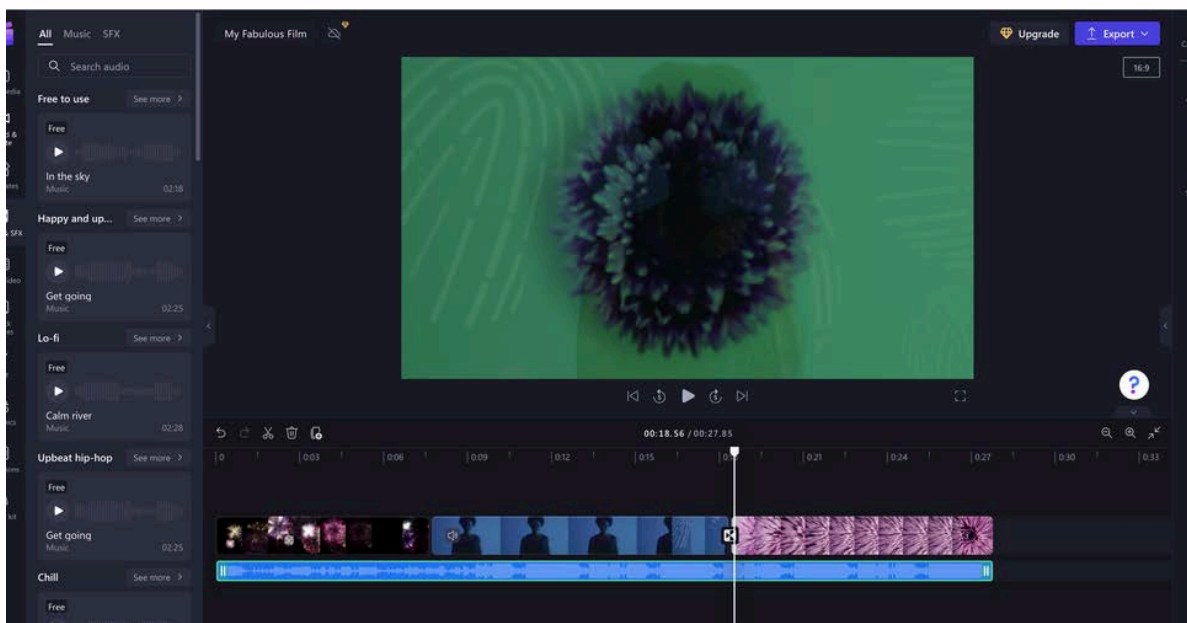
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Step 5: Finally, you want to add your music or voice over any titles or credits - this will include your crew, actors and anyone who helped make the film.

Remember, anythings like transitions, effects, audio are all to help your story and enhance your film. You could slow down your footage to highlight a great action shot or or change colours e.g this effect over the cross-fade.

Remember, also if you are using other peoples' images, footage or audio you must have the permission to use it. Copyright theft is a serious offence and can be very costly. There are plenty of stock image / video sites with free or pay-to-use content, but why not take the time and create your own? Be creative!
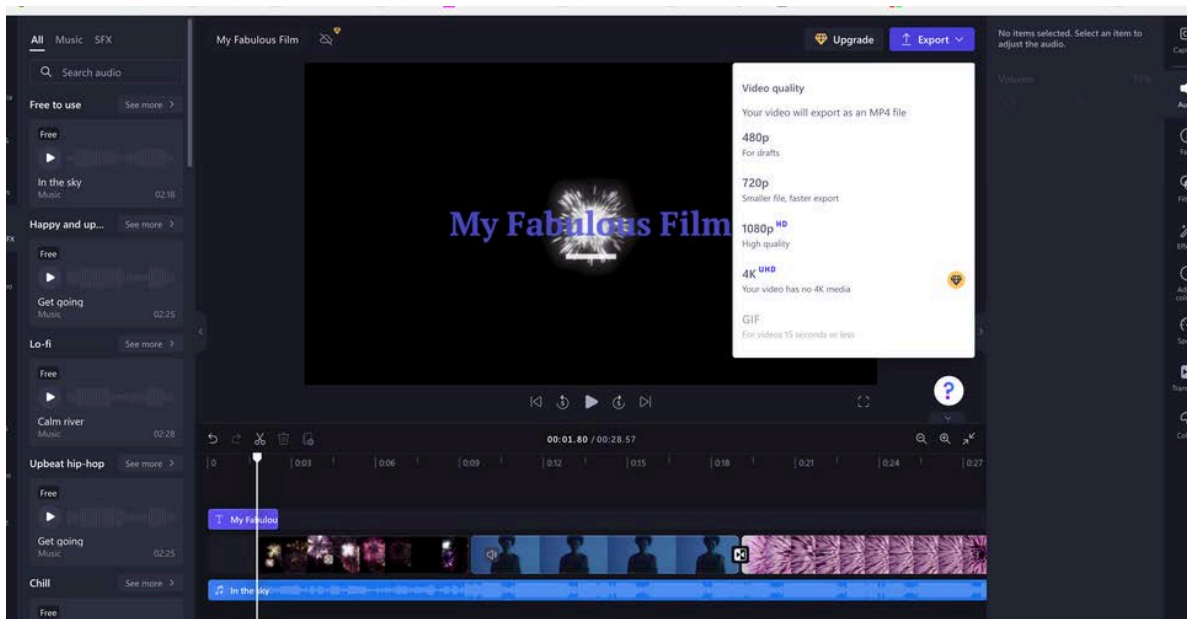
Finally, it's time to export your film. Click on the export button on the top right hand corner and select the quality and format you need. You can check this with any advise on platforms that you want to share it on. Now its time to enjoy the red carpet parties!

That's a wrap!