

# SDG2 MM7 Media Communication 1

## Introduction to Pre- and Post- Video Production



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

#### 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

**4** QUALITY EDUCATION



**13** CLIMATE ACTION



**16** PEACE, JUSTICE AND STRONG INSTITUTIONS



**17** PARTNERSHIPS FOR THE GOALS



# Media Communication 1: Video

## Lesson 7 Lights Camera Action



### 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=wLfZL9PZI9k&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

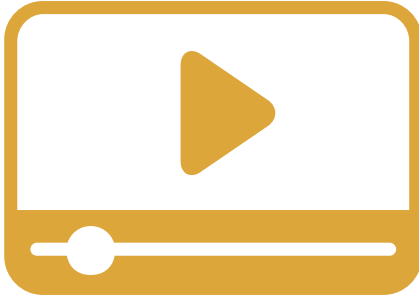
### **Local Trip / Expertise / Additional Work and Assessments**

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

# MC1 L7 WORKSHEET

## AV BASIC KIT



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 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.

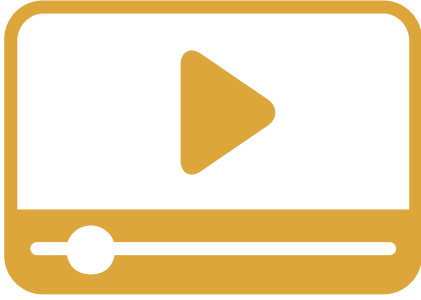
What's the difference?

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.



# MC1 LESSON 7 AV BASIC KIT



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.