



Rhinebeck Video Production Elective Course Curriculum 2009

Created by teachers from the Rhinebeck School District

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Course Description

ENGLISH DEPARTMENT

Video Production

Course No.: 01850

Length: 20 Weeks

Grade Level: 11-12

Credits: ½ or 1

Maximum Students: 9 priority given to seniors

Prerequisites:

Students should have a strong interest in learning about video composition and production, and students should have the maturity to work independently.

Course Description & Objectives:

The purpose of this course is to acquaint students with all aspects of basic video production – from concept to final product. Students will learn storyboarding, shooting techniques, logging, editing, audio dubbing, keying. They will work primarily with non-linear editing equipment, though they will gain some experience with, and exposure to, linear editing.

Instructional Processes:

Through a hands-on approach, students will produce video shorts emphasizing a variety of camera and editing techniques. Instructional video tapes, current magazine articles, and a textbook will supplement their experience.

Course Requirements & Evaluation Criteria:

Class attendance and participation are critical to student success. In small groups, students will do video exercises and produce short documentaries and narratives. Students will meet as a class every other day; in addition, any student seeking one (1) full credit for the course will be responsible for shooting, editing, and finalizing at least 10 hours of school footage for presentation on PANDA, local public access television. This may include, but not be limited to, sporting events, concerts, assemblies, school board meetings. Students will be expected to work during free periods.

Video Production

The objective of the course is to familiarize students with the basics of video production and to explore more advanced video techniques as their interest and skills develop. Essentially, all projects will emphasize the concept of composition and will build upon previous exercises and experience.

The program, designed for upper level students with priority given to seniors, is predicated upon students' ability to work independently. Grades will be based on class projects, tests, and participation.

The course will employ mini dv tapes for shooting, although students are welcome to use other formats from their personal cameras. Editing will be done in school using Adobe Premier Pro 1.5. Readings will come from current video magazines and the following texts:

- Squires, Malcolm. Video Camcorder School. New York: Reader's Digest Association, 1992.
- Caruso, James R. and Mavis E. Arthur. Video Editing and Post Production. New Jersey: Prentice Hall, 1992.

Three critical requirements for any successful school video project are:

- ◆ planning
- ◆ safety
- ◆ courtesy

Planning: Although their work will be conducted under the aegis of a high school course, and not subject to the fiscal constraints and uncertainty of real world video production, students need to understand the importance of a project's plenary stages. While they may not be losing money for an ill-planned session of shooting or editing, a weak script or storyboard can waste time, thus impacting the progression of their own projects and those of other students who may need to share the equipment. Students need to follow the mantra: Things take longer than they do.

Safety: Too often students may be willing to take risks in order to achieve the "perfect shot"; no one is permitted to jeopardize his/her own safety or the safety of others for any aspect of this course. No shot is perfect if it accommodates the risk of injury or death. In addition, students will typically be using school equipment that may be shared by others; loss or damage could seriously impede the success of others' projects. Each student will be given an Equipment Release Statement, signed by student and parent/guardian, agreeing to repair/replace any equipment lost or damaged by the student.

Courtesy: The purpose of the course is NOT to embarrass or humiliate any person, belief, or institution; it is NOT designed around surreptitious documentaries or investigative exposes. Anyone included in footage for the course must be informed of the ultimate goal of a project and must agree to be videotaped. Since many of the projects may be aired on PANDA TV 23, parental releases are occasionally required. Since course projects often require that the students work in the high school and around the campus during class time or after school, they must be cognizant of their potential to disrupt the education process. Courtesy is imperative.

Course Objectives

Videography Skills

Basic Camera Operation

- Loading and Ejecting tape
- Record
- Playback
- Zoom
- Auto Focus
- Tripod Mounting
- Effective Lighting
- Effective Audio
- Types of Shots
- Interview Techniques

Camera Stability and Movement

- Tripod Use
- Tracking
- Dollying
- Hand Held Operation
- Copy Stand

Pre-Production Skills

- Talent Script
- Voice Over Script
- Storyboard
- Shot List
- Interview questions
- Interview Techniques

Inputting Video and Audio

- Basic Firewire Connections
- Organizing / Logging
- Capturing Footage
- Capturing Second Audio
- Capturing Sound Effects
- Capturing Stills

Non-Linear Video Editing

Project Basics

- Using Timeline
- Using Monitor and Timeline Windows
- Work Bar Area
- Selection Tool
- Track Tool
- Razor Tool
- Clip Handles
- Clip Speed
- Clip Duration
- Rendering
- Continuity

Transitions

- Video
- Audio
- Speed

Titles

- Safe Title Area
- Safe Action Area
- Still
- Roll
- Crawl

Basic Green Screen Use

- Lighting
- Movement of Talent
- Chroma Key

Projects

There are four major projects in the course:

1. The Chase
2. The Short Documentary
3. The Public Service Announcement
4. The Final Project

The Chase

Overview

This inaugural project will follow a simple script; consequently, technical emphasis will be placed on the basics: camera shots, effective lighting and audio, continuity, transitions, and titles.

Two or three students will work as a team during pre-production, shooting, and post-production. They will be required to interpret the given script, sketch a working storyboard, shoot the footage, and edit the final project equitably.

Working as a team is critical to the success of the project. Although one person may feel that he / she has the ultimate idea, everyone must consent to pursue it. The project's goals, therefore, transcend only one person's vision; beyond demonstration of technical ability, the project should demonstrate the students' ability to collaborate toward a common goal.

Requirements

- 2 – 3 students per team
- Typed 2 –3 minute interpretation of script
- Storyboard
- Use of Tripod
- Footage shot on school campus
- Existing audio and / or soundtrack
- Title
- Credits

Script

- Character A sense that he/she is being followed by Character B.
- Character B commences to follow Character A.
- A chase ensues
- Character B catches up to Character A and says something innocuous like, “You dropped your keys.”

Assessment

Students will receive a narrative and graded critique of the project, focusing on shot variety, shot composition, camera movement / zooming, lighting, editing, audio, and interpretation of the script.

Students will also have the opportunity to review and critique each other's work.

The Chase

Your first project for the class will follow a simple script; consequently, technical emphasis will be placed on the basics: camera shots and angles, lighting, non-linear editing, audio.

Requirements:

2-3 students per team
Non-linear editing using Adobe Premiere Pro
Existing Audio and/or soundtrack
Title, Credits
Storyboard
Tripod

Script:

Character A senses that he/she is being followed by *Character B*.

Character B commences to follow *Character A*.

A chase ensues.

Character B catches up to *Character A* and says something like, “You dropped your keys.”

Note:

Working together as a team is critical to your success. Although one person may feel he/she has the ultimate idea, everyone must consent to pursue it. The project’s goals, therefore, transcend merely technical skills. While not everyone may appear as a character in the final product, everyone should be equally involved in the pre-production (script and storyboard) and post-production (capturing and editing).

Remember:

Things take longer than they do!

The Chase

Name: _____

Date: _____

Shot Variety

The extent to which the project demonstrates effective use of different camera shots and angles including:

Establishing shot

Long shot

Medium shot

Close-up shot

Shot Composition

The extent to which the project demonstrates an understanding of subject framing including:

Rule of thirds

Walking space

Camera Movement/Zooming

The extent to which the project demonstrates effective camera movement including:

Panning

Tilting

Trucking

Dollying

The extent to which the project demonstrates effective *zooming in* and *zooming out*.

The extent to which the project avoids unnecessary camera movement.

Lighting

The extent to which the project demonstrates an understanding of effective lighting.

Editing

The extent to which the project demonstrates an understanding of “shooting for the editor” as seen in *shot continuity* and *shot length*.

The extent to which the project demonstrates effective editing including *cutaway shots* and *insert edits*.

Audio

The extent to which the project makes effective use of audio including any of the following:

Existing audio

Music

Sound effects

Interpretation of Script

The extent to which the project *creatively* and *aesthetically* interprets a basic script.

The Chase

Student 1
Student 2
Student 3

Shot Variety and Composition

Overall, you have a very good project. The shots in the different locations are just long enough to establish setting and not bore the viewer; the pursuit itself shows some variety with walking, faster walking, and running.

The general composition of your shots is good; characters move through the scenes effectively. However, you probably could have used more variety in your shots. What about a close-up or two on “A” to show more anxiety and build the suspense. The angle from the bathroom floor showing “B” landing was very good, as were the different perspectives around the stall door. The angle for the last shot (“That’s not mine”) seemed strange as if “A” were standing on the bowl. Lighting overall was very good.

Camera Movement

It was clear that you used a tripod throughout the shooting; this provided stable shots and smooth camera movement. Thank you. I particularly like the pan in the main hallway that shows “A” and “B” going down two separate hallways.

Audio

You made some good choices throughout the piece; it was obvious that you carefully mixed the existing audio with the soundtrack. The manipulation of volume while “A” was in the car was excellent. I like the sounds of the running, the closing of the locker, the landing of “B’s” feet, and the pounding of the stall door. The change from bluegrass to suspenseful music was effective. The “redneck” voice, however, was unintelligible – was that the intent?

Editing/Continuity/Logic

With the exception of the obvious problem with continuity concerning “B’s” haircut, the project moved rather smoothly from beginning to end. “B” seems to pick up keys in the parking lot; perhaps this did not have to be shown. A different angle might have added more suspense. As “B” runs through the parking lot (00:46) the fade to black is good, but the subsequent wipe as “A” enters the building doesn’t really do much. The remainder of the transitions were cuts, which worked just fine.

I like the occasional use of slow motion or stop action; it adds to the selected scenes. You had very good timing when “A” enters the building and “B” rounds the corner of the building; character movement near the locker was timed well also, although the shot inside the closed locker was too long. Student in background is also laughing, giving it away. Although the climb through the bathroom window is a nice shot, it seems gratuitous; why wouldn’t “B” follow “A” directly if he saw him make the turn down the hallway.

You have a very good project of which you should be proud; it shows some careful planning and post production work.

Project Grade: _____

The Chase

Project Creators: _____

Reviewer: _____

Consider the following ideas in critiquing each other's version of The Chase:

- Shot Variety
- Shot Composition
- Camera Movement/Zooming
- Lighting
- Editing
- Audio
- Interpretation of Script

Please provide detailed comments:

The Short Documentary

Overview

This second project will build upon the skills emphasized in The Chase; however, unlike the first project, The Short Documentary is a non-fiction piece. The subjects for the project are individuals who work in and around the school. The final project should be an overview of a school day in the life of one or more of these persons. Consequently, students are responsible to maintain veracity in presenting the subject. Nothing may be fabricated, distorted, or creatively interpreted so as to present a falsehood.

Again, two or three students will work as a team during pre-production, shooting, and postproduction. Planning will prove to be more critical in this project. Once a topic has been selected, students need to discuss the project with those to be interviewed, generate a list of questions, provide the subjects with the questions, and arrange times to shoot. Courtesy will also be necessary for success in this project; those being interviewed need to feel comfortable in front of the camera, and they need to be assured of the integrity of the project.

In researching the topic of the documentary, students will be able to formulate a rough storyboard; however, after shooting the interviews and reviewing the footage, they will be required to sketch a storyboard that will serve as the basis for editing.

One additional feature of The Short Documentary will be the use of the green screen; students will be required to tape opening and closing segments in front of the green screen and then replace the green screen with appropriate footage or an appropriate still shot. Another feature will be the use of insert edits, cutaway shots, and still shots.

Requirements

- 2 –3 students per team
- Typed overview of the project
- Rough storyboard
- Final storyboard
- Typed questions
- Footage shot on school campus
- Use of tripod
- Existing audio
- Secondary audio
- Use of green screen
- Still shot
- Title
- Credits

Assessment

Students will receive a narrative and graded critique of the project, focusing on overall quality of video, audio, editing, computer graphics and green screen use, and paperwork.

Students will also have the opportunity to review and critique each other's work.

The Short Documentary

The purpose of this exercise is to focus on interview techniques, insert edits, and green screen techniques.

Your subject will be individuals who work in and around the school; the final product should be an overview of a school day in the life of these persons.

- Generate a list of questions about overall job and responsibilities
- Generate a list of shots for insert edits
- Arrange an interview
- Interview on location
- Shoot stock footage to insert over interview
- Introduce and close the segment(s) in front of the green screen
- Replace green screen with some interesting and appropriate footage
- Create title, credits, names
- Use secondary audio, at least for title and credits
- Inform subject of possible airing on PANDA

Possible Subjects

- A. Principal
Dean of Students
- B. Guidance Office
- C. Attendance
Greeters
- D. Buildings and Grounds
- E. 2-3 Teachers (preferably new)
- F. Cafeteria Personnel
- G. Aides
- H. Main Office Staff

The Short Documentary

Name: _____

Date: _____

Title: _____

Video

The extent to which the full motion footage demonstrates a strong understanding of the following:

- *Overall composition*
- *Camera angles*
- *Camera movement*

The extent to which the still footage demonstrates

- *Balance*
- *Framing*

Audio

The extent to which the project effectively incorporates

- *Existing audio*
- *Soundtrack*

Editing

The extent to which the project demonstrates an understanding of “shooting for the editor” as seen in shot continuity and shot length.

The extent to which the project demonstrates effective use of cutaway shot and insert edits.

Computer Graphics

The extent to which the project effectively incorporated computer-generated names and subtitles on the footage.

The extent to which the project effectively incorporated computer-generated titles and credits.

Paperwork

The extent to which the project demonstrates careful planning through detailed

- *Script/questions*
- *Storyboard*
- *Log sheets*

The Short Documentary

“Staph” Documentary

Student 1

Student 2

Titles/Graphics

The graphics you designed for each name are very good; I like the color, texture, and movement – it is consistent with the color scheme in the green screen images. The text is bold and easy to read; you were able to use a large font without interfering with the footage. The title screen and questions are quite good; however, there is nothing special about the credits. Perhaps you could have designated something along the line of all the other graphics. Also, could you have included some statistics as graphics to enhance the interviews?

Green Screen

The opening green screen is good; you were able to achieve a good key on Seth. I particularly like the medical graphics behind you. The key has a professional look. Yet, what happened to the green screen closing the documentary?

Audio

I like your choices for music and sound effects. The music goes with the footage pretty well; however, at times it seems a little loud – particularly under the green screen work. Volume of interview footage occasionally seemed to have too much gain to compensate for the music; yet, it was consistent from one speaker to the next. I like the way audio seems to “lead” the footage.

Footage

The interviewees seemed knowledgeable, relaxed, and very well prepared; this is evidence of good planning on your part. Consequently, you were able to get footage that conveyed a sense of authority and importance, which adds strength to your message. I like the taping of interviewees within the context of their respective jobs. Unfortunately, Dr. Davenport and Mrs. Murphy were not looking at the camera; in the future, stand behind lens when asking questions – it is natural for someone to answer the speaker.

Lighting for all the interviews was good; you obviously took some time to position the speakers within their work spaces.

The still inserts you used were very powerful, although held a little too long for my liking. Nonetheless, could you have employed any video footage from around the high school to enhance the interviews? Maybe you could have shown a student washing his hands, etc.

Editing/Transitions

Overall project moves quite effectively; I think the consistent music keeps all the footage flowing. Cutting from one speaker to the next worked well; then the movement of their names added a kinetic element to generally static shots. The “flip” transition with Mrs. Murphy was good. Why the black gap midway in the project?

Overall, you have a very good project; it reflects research and planning – two key ingredients in any effective documentary. I am particularly please by the visual quality of your footage and the professional-looking graphics. You should be very proud of your project.

Project Grade: _____

The Short Documentary

Project Creators: _____

Reviewer: _____

Consider the following ideas in critiquing each other's documentary:

Titles/Graphics

Green Screen segment(s)

Audio (volumes of speakers, music, sound effects)

Footage (angles, lighting, camera movement)

Transitions/Editing

Nature of Questions

Overall Organization

Please provide detailed comments:

The Public Service Announcement

Overview

This project continues to build upon all the skills learned thus far, placing greater emphasis on the conciseness of the message. While the students are free to approach the task from any angle, employing any variety of technical features, the message needs to be terse and specific.

Again in teams of two or three, students will select a current issue that is relevant to a teenage audience and develop message pertaining to that issue. From that point they need to create a clever motto or slogan or aphorism --- a phrase that will stick with the viewer. This statement will serve as the foundation of the Public Service Announcement.

This project, while short in its final stage (30 seconds or 1 minute exactly), is challenging in its brevity. Students need to select images that are poignant and pithy, telling a story or relating the idea concisely. They may work literally or figuratively. Students will have the opportunity to view professional PSA's to get some ideas and sees the diversity within the genre.

Each topic may accommodate a variety of angles from which to approach it; once students decide upon the tact, they need to maintain focus. The message, designed for a contemporary audience, should be edgy and hip.

Requirements

- 2 –3 students per team
- 30 seconds or 1 minute exactly (not including credits)
- Typed overview of project
- Storyboard
- Typed script (if applicable)
- Use of tripod
- Existing audio, soundtrack, or voice over
- Credits (not included in time limits)

Assessment

Students will receive a narrative and graded critique of the project, focusing on overall quality of video, audio, editing, computer graphics, and clarity and impact of the message.

Students will also have the opportunity to review and critique each other's work.

Public Service Announcement

Select a current issue that is relevant to a teenage audience, and create a one minute PSA to address that issue. You may develop a topic of your choice or use one of the following suggestions:

Cigarette advertising

Tolerance

Recycling

Value of education (don't drop out)

Animal neutering/spaying

Destructive decisions

Medical organization

Energy conservation

Importance of daily exercise

Peer pressure

Defensive driving

Child abuse

School violence

Bullying

Abstinence/safe sex

Heart health

Guidelines:

- Each topic may have a variety of angles from which you can approach it; decide on your approach and maintain focus.
- Target a teenage audience.
- Keep the message clear and memorable; use a clever aphorism/motto/catch phrase that will stick with the viewer. Don't use something that already exists, like "Just Say No" or "A Mind is a Terrible Thing to Waste" or "Stop, Drop, and Roll" or "Arrive Alive".
- Make your piece edgy and hip.

Requirements:

- One minute exactly
- Memorable phrase
- Teenage audience
- Group of 2 or 3
- Only original footage

The Public Service Announcement

Name: _____

Date: _____

Shot Variety

The extent to which the project demonstrates effective use of different camera shots and angles including:

- *Establishing shot*
- *Long shot*
- *Medium shot*
- *Close-up shot*

Shot Composition

The extent to which the project demonstrates an understanding of subject framing including:

- *Rule of thirds*
- *Walking space*

Camera Movement/Zooming

The extent to which the project demonstrates effective camera movement including:

- Panning
- Tilting
- Trucking
- Dollying
-

The extent to which the project demonstrates effective *zooming* in and *zooming out*.

The extent to which the project avoids unnecessary camera movement.

Lighting

The extent to which the project demonstrates an understanding of effective lighting.

Editing

The extent to which the project demonstrates an understanding of “shooting for the editor” as seen in *shot continuity* and *shot length*.

The extent to which the project demonstrates effective editing including *cutaway shots* and *insert edits*.

Audio

The extent to which the project makes effective use of audio including any of the following:

- *Existing audio*
- *Music*
- *Sound effects*

Computer Graphics

The extent to which the project *creatively* and *aesthetically* interprets a basic script.

Impact of Message

The extent to which the piece presents a clear, concise, and poignant message to the target audience.

The Public Service Announcement

“Voting” Public Service Announcement

Student 1
Student 2

Footage

The footage you used is excellent; I like the varied angles for each scene, particularly the thematic foundation of the basketball sequence. I also like the way you covered the lunch table. The additional shots of students clearly emphasized the duct tape; however, only one moment underscored the lack of voice – the inability to call for the basketball. At the cafeteria table, one character was texting, another was listening to music, the primary character was trying to eat – not one of those tasks required a voice. Perhaps you could have shown someone trying to make a telephone call, trying to order at the cafeteria counter, trying to answer in class.

Editing was excellent. I particularly like the change in opacity which created a fade to white – very clever. It added a powerful, surreal quality to the piece. The slow motion of the missed basketball shot created great anxiety – a nice touch.

Audio

The most salient feature of the project is the rhythmic sound of the basketball; you clearly created a powerful driving soundtrack with its percussion. It added to a certain tension. I like the hollow sound of the final screen. Very good job.

Graphics

The message screen at the end looks great, but it goes by too quickly; perhaps the message could have been shorter – like “Have a Voice – VOTE”. Yet, I did like the way the final word remained on the screen.

Overall, you have a very powerful piece which carries a strong message and represents good planning. You clearly shot for the editor.

Project Grade: _____

The Public Service Announcement

Project Creators: _____

Reviewer: _____

Length: _____

Consider the following ideas in critiquing each other's public service announcement:

- Shot Variety
- Shot Composition
- Camera Movement/Zooming
- Lighting
- Editing
- Audio
- Computer Graphics
- Impact of the Message

Please provide detailed comments:

The Final Project

Overview

This task, the culmination of the course, enables the students to apply their knowledge and skills to projects of their own designs. Having worked three distinct pieces, they have the opportunity to create something personal.

The Final Project may follow any of the previous genres or combine features of them all --- leaving the task open to a wide variety of ideas. However, as with each successive project, students will be responsible for increasingly demanding requirements.

Requirements

- Students may work individually or in pairs
- Typed proposal of project
- Storyboard
- Typed Interview Questions (as needed)
- Typed Narrative Script (as needed)
- Typed Shot List
- Use of Tripod
- Title
- Credits
- Schedule

Assessment

If project is submitted on time, student(s) will receive a narrative and graded critique of the final product, focusing on overall quality of the video, audio, editing, effects, and computer graphics. If project is submitted late, student(s) may only receive a grade.

Final Project

So far this year, you worked on three videos, one emphasizing narrative technique, one emphasizing documentary technique, and a PSA which might have combined both. Your final project should demonstrate your skill with all the video equipment, from camera to computer.

Narrative

In producing “The Chase,” you shot your footage with a basic story in mind, paying careful attention to the following production points: shot variety, shot composition, camera movement/zooming, lighting – essentially shooting for the editor. Your post-production concerns focused on interpreting the script and employing the following techniques: cuts, cutaway shots, insert edits, existing audio, music (sound effects).

Documentary

In producing your “documentary,” all the skills learned in “The Chase” came into play again; however, the footage revolved around interviews, still shots, and overlay shots. This project employed many more digital effects with the footage and the graphics. Both projects required a storyboard; the documentary also required a script for questions.

Public Service Announcement

In producing your PSA, you emphasized conveying a powerful message in a very short format. You stressed powerful imagery and efficiency.

Final Project

Your final project can follow any of the previous genres or combine features of them; the task is open to a wide variety of ideas. However, as with the other projects, you will be responsible for increasingly demanding requirements.

Since your project is a final project, and may need to be completed for graduation, there can be no extensions on the deadline – as may have been the case with other projects throughout the year. Also, equipment use will be at a premium; there will be several projects growing out of the video production class. You need to follow the given schedule if you plan to finish on time.

Things Take Longer Than They Do and Equipment Fails When You Rush

Guidelines

The project must be edited exclusively on the **digital video system (non-linear)** using Adobe Premier Pro 1.5.

All aspects of the project must be submitted or completed according to the accompanying calendar; failure to meet the deadlines will be reflected in the final grade.

Pre-Production Requirements

_____ ***Proposal*** must be a typed statement providing a clear description of the project, realistically considering available time and technology.

_____ ***Rough Storyboard*** must represent a pre-production plan. It should serve as a template for the project, allowing you to manage your time and resources, develop a shot list, and get a vision of the final product.

_____ ***Final Storyboard*** must represent a detailed plan for post-production. After all shooting and logging, it should include audio notes, camera angles, shot types, graphics, and times from the log sheets.

_____ ***Interview Script***, if pertinent to the project, should be typed and easy to read. Interviewer must be thoroughly familiar with the script. Interviewee should be given the script long enough before tapping so that he/she can prepare. “Man-on-the street” interviews must be carefully controlled. Anyone being interviewed or taped must be fully aware of your purpose and the final product.

_____ ***Narration Script***, if pertinent to the project, should be typed and easy to read. Reader should be thoroughly familiar with the script, practicing it for volume, rate, pronunciation, enunciation, and length.

_____ ***Shot List*** should be designed for most effective use of time and resources. Proposed times and dates for getting footage should be noted.

Production Requirements

_____ ***Interviews***, if pertinent to the project, should be carefully prepared; this includes meeting with the subject, submitting the script early, and scouting a suitable location. Consider lighting, background, extraneous sound or movement. Plan to overlay names and/or titles.

_____ ***Still Shots*** may be used in the project, including photographs, slides, newspapers, documents, low-relief items, etc. Plan to use the copy stand, scanner, or digital camera for these shots.

_____ ***Full Motion Footage*** should give great depth to the topic, utilizing existing audio and capturing a real perspective on the subject. Footage should clearly demonstrate an understanding of tripod use, shot variety, shot composition, camera movement/zooming, and lighting.

_____ ***Graphics*** may be composed in Adobe Photoshop or other graphics program. Graphics may possibly be shot on the copy stand.

Post-Production Requirements

_____ ***Titles*** should be composed (and animated) on the computer using Adobe Premiere Pro 1.5. The final video should be accompanied by a typed statement detailing the features of the titles: typeface, size, color (RGB values), duration.

_____ ***Credits*** should be composed (and animated) on the computer using Adobe Premiere Pro 1.5. The final video should be accompanied by a typed statement detailing the features of the credits: typeface, size, color (RGB values), duration.

_____ ***Graphics*** should be overlaid to video on the computer using Adobe Premiere Pro 1.5.

_____ ***Transitions*** should reflect at least three different transitions available in Adobe Premiere Pro 1.5. The final video should be accompanied by a typed statement detailing the features of the transitions: type, duration.

_____ ***Music*** must be used somewhere in the final product as a second audio track.

_____ ***Existing Audio*** may be used with some full-motion video and must also be beneath an inserted edit.

_____ ***Sound Effects*** may be employed as well.

Shot List

Very Long Shot (V/L)	Panoramic shot of scene	Big master shot. Can convey sense of isolation by setting small human figure in vast landscape.
Long Shot (L/S)	Includes all of the important features of the scene	Conveys information. Master or establishing shot often showing relationship between subject and environment. Only big gestures are visible.
Mid-Shot (M/S)	Reveals expression but does not focus on one subject	Establishes interplay between two characters
Close-Up (C/UP)	Concentrates on a face or detail of a scene	Reveals character and feelings
Big Close-Up (BC/UP)	Focuses on part of a subject's face (such as eyes or mouth) or hands, etc.	Creates a shock effect
Extra Big Close-Up (EBC/UP)	Focuses on a minute detail, often to the extent to which you cannot recognize the object	Creates a sense of mystery or surprise once the entire subject is disclosed.

Equipment Release Statement

I understand that my (son, daughter) _____ is enrolled in *Video Production* and will be using school video equipment on the school campus and, occasionally, off school grounds. I understand that he/she must ensure safety of himself/herself and the equipment and must demonstrate courtesy when using the equipment. I am willing to pay for replacement or repair of the equipment if he/she is responsible for its loss or damage.

(Signature of Parent/Guardian)

(Date)

I promise to use the school's video equipment carefully, responsibly, and courteously; and I also understand that I must protect it from excessive heat or cold, any precipitation or humid conditions. I promise to return it in a timely fashion so that other students can have equal access to it. I will also report any damage or loss immediately to Mr. Nugent. I know that any equipment must be returned to school in the morning of the next school day.

(Signature of Student)

(Date)

