Co - Des Res

Rapid Response

Introduction to Audio-Visual Media For Communities

4 QUALITY EDUCATION

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

SDG 11 - (targets 11.2, 11A)

Audio-Visual Technology

11 SUSTAINABLE CITIES AND COMMUNITIES

Module includes

- **01 Introduction to Pre-Production**
- **02 Post-Production 1**
- **03 Post-Production 2**

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Rapid Response

Introduction to Audio-Visual Media For Communities

Audio-Visual Technology, Art and Design

SDG11 targets 11.2; 11A

Module Description

The Rapid Response Media toolkit has been designed for people who are involved in community-based projects and events. Participants will be trained in production and post-production methodologies, which they will apply to assist in development of local projects and their promotion. The skills developed during the training can be applied to promoting their own work and developing a team approach to creative project development and implementation, contributing to the targets of SDG11; Sustainable Cities and Communities, 11.2 and 11A.

Overarching Aims

Participants will...

- develop skills to operate camera and audio equipment
- learn how to transfer audio/footage to a computer
- develop use of editing software to complete basic post-production
- become familiar with storyboarding, saving assets, copyright/ownership, open source
- be introduced to a range of freely available software and film-making resources.

01 Introduction to Pre-Production

Participants will...

- identify the group's existing knowledge and experience
- be introduced to the audio-visual equipment
- learn the different parts of the equipment
- be able to set up the equipment in preparation for recording
- develop their understanding of audio-visual recording
- understand fundamental camera shots and angles
  use the pCr methodology as a way of structuring and gathering footage
  explore storyboarding
- record footage and play back a short piece of footage

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02 Post-Production 1:

Participants will…

- transfer footage to computer
- set up production flow
- prepare audio including import ready-made tracks
- imports stills
- begin to edit their footage and explore narrative devices

03 Post-Production 2:

Participants will…

- learn how to add affects
- Add transitions and credits
- balance audio
- finalise editing and rendering
- prepare output format

Outline of lessons/time

Sessions can be delivered to suit participants but are presented over 12 hours; x3 4 hr intensive sessions with supporting directed tasks at home. The toolkit provide the basic resources for self-directed learning towards creating a short showreel. Tutors will send participants preparation tasks in advance to make the most of the time with the tutor.

In addition, x2, 3 hour tutorial sessions are recommended and could be supported through local funding strands e.g. Creative Ireland or if aligned to the SDGs, environmental issues and awareness films then applications to LA 21 or EPA events could be targeted.

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Rapid Response

Introduction to Audio-Visual Media For Communities

SESSION 01

240 MINUTES

Audio-Visual Technology, Art and Design

SDG11 targets 11.2; 11A

Lesson Title & Summary: Introduction and pre-production

In this first lesson participants are introduced to the AV equipment to become comfortable with setting up and using the equipment, before gathering footage later in the Session.

Participants are introduced to the the main shots, tips for recording and key aspects to consider with hands-on activities and time to gather footage

01 Introduction and pre-production 1

Participants will...

- identify the groups existing knowledge and experience
- be introduced to the audio-visual equipment and learn the different parts of the equipment
- be able to set up the equipment in preparation for recording
- understand fundamental camera shots and angles
- use the pCr methodology as a way of structuring structuring and gathering footage
- explore storyboarding
- record footage and play back a short piece of footage

Resources

- AV equipment breakdown
- Notebooks, Pen/Pencil
- Video Analysis
- Video idea development
- Storyboarding resource
- Storyboarding template
- The pCr pre-recording warm-up

Session 01

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15 Minutes

STAGE 1

Introduction

1. Welcome and outline of the programme and the session
    - how sessions work/will run
    - tasks/commitments/timeline
    - envisioned outcomes

45 Minutes

Resources

Notebooks
Pen/Pencil
SDG11_01 AV Kit

STAGE 2

Introduction to AV equipment and in session practice

1. Introduction to Equipment - using SDG11_01 AV kit
2. Divide students into small groups – relative to equipment
3. Begin Camera and audio basics (in session interactive practice)
    - Insert media cards
    - stand a tripod
    - attach camera and audio equipment to tripod
    - activating and using equipment (stand alone and together)

60 Minutes

Includes break

Resources

SDG11_01 Video Analysis
SDG11_01 Video Idea Development
SDG11_01 Camera shots
SDG11_01 Storyboard basics
SDG11_01 Additional Storyboarding
SDG11_01 Storyboard template

11 SUSTAINABLE CITIES AND COMMUNITIES

STAGE 3

Developing ideas

1. Participants will work through the following worksheets in preparation for gathering footage, related to one of the following options.

Option A

- Participants select a global goal and develop a localised feature on meeting that target – to collectively produce a short media piece

Option B

- Students work on developing a promotional video for their organisation or own work

Option C

- Students work on developing a promotional video for their location

Session 01

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45 Minutes

Resources

Pen / Pencil
Observation Activities

STAGE 4

The pCr warm up – Outdoor observations

1. Undertake the observation tasks developed to engage participants in observation before beginning to gather their footage. The activities are devised to develop an awareness of audio and visual experiences and looking through a frame / camera eyee.

   - NSWE – the more you look the more you see
   - Near and Far – considerations of perspective
   - Audio – sound is all around

70 Minutes

STAGE 5

Gathering footage

1. Participants will begin to gather footage to create A short piece of footage that they will edit together

2. This will be based on their storyboard and worksheets Created earlier in the session.

3. In the next session students will transfer their footage to computer at the beginning of the next class

5 Minutes

Resources

Notebooks
Pen/Pencil

STAGE 6

Reflective Practice

Give learners five minutes to reflect on the lesson in their notebooks, using the following prompts;

- Three things they feel they have learnt from the lesson and tasks.
- Two things they found the most interesting and would like to learn more about
- One piece of feedback on the lesson and the tasks

You can share with another tutor to implement cross-curricular learning, use to modify the accompanying lessons, create projects or you can use the information in their reflections to plan tasks. Encourage your participants to reflect honestly on lesson, including positive and negative opinions. If they give negative feedback, ask them to make a suggestion on how to improve the lesson.

11 SUSTAINABLE CITIES AND COMMUNITIES

Stage 1 - 3 Learners will work through the resources sheets to develop their ideas

Observation Activity - Stage 3

Activity 1 Visual Observations – Rapid response, NSWE (20 mins)

1. Explain activity, model activity

- Ask participants to draw a circle on a page
- Make a circle with their non-writing hand and hold it up to their eye – like a telescope
- Explain that students will have 3 minutes to fill in the circle on the page preferably by drawing but can use words
- Look and look again - explain that if they see something and draw / note it down to keep looking at it and recording information e.g. a house, what colour is it how many windows,does it have a garden, is there anything in the garden, are there other buildings, describe them
- Show North direction and lead student's through North stage of the activity by prompting / asking using questions
- Lead participants through the other directions 'SWE' decreasing input from teacher on each direction - this is preparation for activity 2

Discuss the activity:

- What did they notice?
- Did anything surprise them about the task?
- Did they experience 'the more you look the more you see'?

Activity 2 Visual Observations – Rapid response, Near and Far, perspective (15 mins)

- Ask participants to select something in their line of sight.
- Go up close, less than 30cm try to gets as much detail in 3 minutes as possible
- Once complete then ask the participants to walk backwards from their chosen object / view approx 2m – draw for 3 minutes gathering as much detail as possible.

Discuss the activity:

- Compare the two drawings?
- What did they notice?
- Did anything surprise them about the task?
- How might they use this in their filming

Observation Activity

Activity 3 Personal Audio Map (15 mins)

- Find a space to stand still if it helps you focus / pay attention and close your eyes – begin to listen to what sounds you can hear.
- You are the centre of the page – place yourself in the centre of the map and begin to place the audio around you.
- Stay still for 5 minutes and start to listen to what is making sound around you
- Begin to mark the sounds around the centre to show position - students can draw, write or colour the sounds they can hear around them. Where are they coming from? We can pick out sounds we might here around us, birds, sea, cars, others
- Explain how these techniques can be adapted for other senses
- Importance of attention and observation for film making / composition and all subjects

Activity 4 Gathering Footage - Stage 4

Learners will spend 70 minutes gathering the footage they need for their media pieces.

Option A

- Participants select a global goal and develop a localised feature on meeting that target – to collectively produce a short media piece

Option B

- Students work on developing a promotional video for their organisation or own work **Option C**
- Students work on developing a promotional video for their location

Tutor note:

Participants will have the options sent in advance to the participants so they can prepare in advance of the first session.

Tutor will also transfer the participants' footage in advance of the next class as a back-up.