Co - Des Res

Rapid Response

Introduction to Audio-Visual Media For Communities

SESSION 02

240 MINUTES

SDG 11 - (targets 11.2, 11A)

Audio Visual Technology; Art and Design

Lesson Title & Summary: Post-Production 1

In this second lesson participants are introduced to the 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.

They will import their previously recorded footage, any stills and audio required for their sequence. They will consider effects and transitions and create a title for their finished piece.

02 Post-Production 1:

Participants will…

- transfer footage to computer
- set up production flow
- imports stills
- import audio including import ready-made tracks
- create a sequence
- begin to edit their footage and explore narrative devices
- add transitions
- create a title
- mix audio

Resources

- Premiere Pro resource
- Editing theory resources
- Access to computer and software

Session 02

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10 Minutes

STAGE 1

Introduction to Post-Production 01

1. Welcome and outline of the session

    - Outline the stages of the day
    - Ask students to open up resources

50 Minutes

STAGE 2

Introduction to Editing - theory

1. Introduction to the different aspects of editing theory
2. Practical examples to show key points for editing, both Mechanical (technical) and narrative aspects

Resources

Editing theory overview
See Session plan 1

180 Minutes

Includes breaks

STAGE 3

Introduction to Editing - practical

1. Participants will work through the stages outlined in the Premiere Pro support resource
2. Participants will open software, create a new project in preparation for importing footage, their media assets
3. Participants will import footage and organise in various asset bins – video clips, stills and audio
4. Participants will create a timeline and add assets to timeline between 1 – 3 minutes long
5. Participants will add transitions, fade in / fade out
6. Participants will add a title and credits
7. Participants will add and mix audio
8. Participants will save and prepare for export of finished project

Resources

Premiere Pro support resource

11 SUSTAINABLE CITIES AND COMMUNITIES

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Rapid Response

Introduction to Audio-Visual Media For Communities

SESSION 03

240 MINUTES

SDG 11 - (targets 11.2, 11A)

Audio Visual Technology; Art and Design

Lesson Title & Summary: Post Production 2

In this session students will use their finished piece from the last session to explore mechanical and narrative aspects of film making and how they can use these Devices to improve their initial draft piece.

They will deconstruct and reconstruct their piece using A series of tasks that require different edits, styles of cuts, framing and composition to expand from their 'scratch' edit.

02 Post-Production 1:

Participants will…

- explore different sequences to the clips
- use different cuts and transitions
- select a narrative / genre to affect their sequence e.g. B-movie, gothic / film noir, musical
- add different audio to align with style
- explore replacing voice-overs with text or collage

Resources

- Premiere Pro resource
- Editing theory resources
- Access to computer and software

Session 03

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35 minutes

STAGE 1

Review of Last Session

1. Welcome and brief introduction to the day.
2. Participants will share their scratch edits from the last session and give each other feedback
3. Participants will also note how they might develop their edits based on their reflection and feedback.

200 Minutes

STAGE 2

Resources

Session plan

Editing Theory resource

Weblinks

Remix: Deconstructing and re-constructing

1. Participants will select a genre to explore

2. Participants will work through the following tasks;

- Reorganise their sequence / clips
- Select cuts and transitions suitable for their chosen genre
- Add audio that is suitable for their chose genre
- Add text and or collage to replace voice-over

3. Students will present their remix for review and discussion

5 Minutes

STAGE 3

Resources

Notebooks

Pen/Pencil

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, modify the accompanying lessons, create projects or you 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

Session 02 Scratch Edit and Session 3 Remix

Post-production 1 - Editing Introduction

Activity 1 Session 02 Stage 2

1. Go through basic editing cuts using visual examples

https://www.premiumbeat.com/blog/8-essential-cuts-every-editor-should-know/

Session 3 Post-production 2 Deconstruction / Re-construction – remix

This activity encourages students to explore the software and the editing tools available and understand more regarding the mechanical and narrative aspects of film-making.

Activity

1. Participants will open their project and re-save using their initials and remix_edit e.g. xxremix_edit.mov
2. Ask the participants to look at the following url to consider movie genres that they will explore within the remix session - https://www.liveabout.com/guide-to-classic-movie-genres-728307
3. Participants will select 1 genre and experiment using their clips and existing sequence to create a 'genre' piece. They can also source stills, music, etc from the internet.

Participants will

- Reorganise their sequence / clips
- Select cuts and transitions suitable for their chosen genre
- Add audio that is suitable for their chose genre
- Add text and or collage to replace voice-over

Students will share their remixes and compare them to their original sequence.