Unit 2-Editing

SUBJECT	TEACHER	GRADE	DATE
Intro to Animation and Film	Ms. Breese	7th and 8th	9/23/18 Weeks 4-9

OVERVIEW

For this lesson we will begin to learn about editing. We will learn how to use the editing software Premiere Pro, by following a tutorial that covers the basics. The students will learn editing vocabulary such as transitions, cut, scenes, long takes, short takes, and other elements. We will watch the movie *Scott Pilgrim Vs. The World* to get a first hand look at how editors use transitions in big Hollywood movies. Finally, the students will create their first video project in Premiere Pro that will show their basic knowledge of editing.

MATERIALS	Films, Videos, and PowerPoints
- Composition Notebook - Movie Critique Sheet - Technology Scavenger Hunt - Tutorial Rubric - Transitions worksheet - Movie Critique Paper - Re-cut trailer worksheet - Re-cut trailer Rubric - Audience Feedback sheet	*Scott Pilgrim Vs. The World* (2010) - Day 9 Computer Scav. Hunt - Day 10 Premiere Pro tutorial - Ms. Breese's Premiere Basics Tutorial - Day 11 Transitions - https://www.youtube.com/watch?v=OAH0MoAv2CI - https://www.youtube.com/watch?v=pij5lihbC6k - https://www.youtube.com/watch?v=gMBAqnckbMw - https://www.youtube.com/watch?v=-oD7B7oiBtw - https://www.youtube.com/watch?v=2T5_0AGdFic - List of Movies that the students can use for their re-cut trailer project

STANDARDS:

CTE-BUS.68.GENRL.20.11: Use video-editing software to produce a slide show or movie.
CTE-BUS.68.GENRL.23.06: Demonstrate ability to edit, cut, erase, and insert video.
CTE-BUS.68.GENRL.23.07 Edit video as needed to achieve desired message and length.
CTE-BUS.68.GENRL.25.02 Demonstrate ability to edit, cut, erase, and insert audio.
CTE-BUS.68.GENRL.25.03 Edit audio as needed to achieve desired message and length.
CTE-TECED.68.COMTEC.02.01 Utilize digital publishing to combine input, editing, and output into a finished product.
2.3: Demonstrate knowledge of how to use transitions and effects to enhance video content.
2.4: Demonstrate knowledge of how to use audio to enhance video content.
3.1: Identify elements of the Premiere Pro user interface, and demonstrate knowledge of their

5.2: Demonstrate knowledge of how to export video from Premiere Pro.

PROCEDURE

Day 1:

1. Open the PowerPoint: "Day 9 Computer Scavenger Hunt"
2. Have the students come into class and grab their composition notebooks.
3. Bell Ringer:
   a. **What kind of computer software have you used before? Is there any software that you know very well? (Video games do not count, NO FORTNITE)**
   b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
   c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
4. What are we doing today?
   a. Go over the three main programs that the students will be using in the class
      i. Blender
      ii. Storyboarder
      iii. Adobe Premiere Pro
      iv. Adobe After Effects
5. Ask the students what they think each program does based off of their icon and name.
6. Pass out the Technology Scavenger hunt and have them complete each step
   a. Once they are done they need to show you the object they created in Blender and the teacher needs to sign the scavenger hunt
      i. No signature no points

Day 2-4:

1. Open the PowerPoint "Day 10 Premiere Pro Tutorial"
2. Have the students come into class and grab their composition notebooks.
3. Bell Ringer:
   a. **What do you think the most important part of making a video/movie is?**
   b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
   c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
4. Everything they will need for the day
   a. Earbuds
   b. V-portal
5. Logging in
   a. The students will need to log in using their Student accounts
6. Open Chrome
7. Have the students log into their V-portals
   a. Press Canvas and go to Ms. Breese's Class
8. Canvas
   a. Press Modules
   b. Scroll down to Week 4
   c. Press "Dropbox Link"
9. Dropbox
   a. The students should download all of the files in the folder
10. Open the downloads
    a. Extract the ZIP file to the Videos Folder on your computer
    b. Open the tutorial
    c. Open Premiere Pro
11. Premiere Pro

a. Create a new project call it "Tutorial- Your Name"
b. Follow the tutorial until you export he project
12. Back to canvas
a. Go back assignments
b. Turn in the .mp4 file in the "choose file" button
c. Press Submit
13. The students will have 3 class periods to work on this tutorial

Day 5:

1. Open the PowerPoint "Day 11 Transitions"
2. Have the students come into class and grab their composition notebooks.
3. Bell Ringer:
   a. **What are transitions and why are they important in editing?**
   b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
   c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
4. Cover the editing vocabulary:
   a. **Panels**- The different areas in Adobe Premiere Pro (Source, Program, Project, and Timeline)
   b. How to reset the panels (Shift+Alt+0)
   c. **Clips**- Raw video files that you import into premiere
   d. **Cutting Clips with the Razor Tool (C)**
   e. **Selection Tool (V)-** Allows you to select basic sections
   f. **Track Select Forward/Backward (A) (Shift+A)-** This tool will let you quickly select all of the clips in a sequence, either forward or backwards. Naturally it won't select clips in locked tracks. If you hold shift, the tool will select only one track instead of all tracks.
   g. **Ripple Edit (B)-** Ripple Edit is a trim tool, used to trim a clip and ripple the rest of the clips in the timeline, effectively closing the gap between the two edit points. When using the Ripple Edit tool, make sure you select the correct edit points. You also need to be aware of which tracks are locked. You can quickly throw a lot of things out of sync if you incorrectly use the Ripple Edit tool.
   h. **Rolling Edit (N)-** Rolling Edit is another trim tool used for fine-tuning and adjustments. You perform a Rolling Edit by moving an edit point either forward or backwards in the sequence. Rolling Edit moves the Out point of the first clip and the In point of the second.
   i. **Rate Stretch (R)-** The Rate Stretch tool either speeds up or slows down the clip. The In and Out points of the clip remain the same, but the duration and speed of the clip changes according to the amount you "stretch" through the trim. Expanding the Out point of the clip will slow down the rate of speed, while shortening the clip will speed up the duration.
   j. **Slip Tool (y)-** The Slip tool slips the clip's source In and Out point, but doesn't move it on the timeline. While using the Slip tool, the program monitor shows you the frame before and after the clip, and gives you a live preview of the source In and Out points, with source timecode.
   k. **Slide Tool (U)-** Sliding a clip moves the clip on the timeline, but keeps the source In and Out points the same. The Slide tool closes all gaps as well. You can slide a clip backwards as far as the previous clip's In point and as far forward as the following clip's Out point.
   l. **Pen tool (P)-** The Pen tool allows you to add keyframes to a clip. You can keyframe a wide number of attributes, including opacity, scale, position and even volume of an audio clip. Hold the alt key and you can add bezel curves to your keyframes.
   m. **Hand (H)**- Using the Hand tool, you can navigate forward and backward on the timeline
   n. **Zoom (Z)**- The Zoom tool allows you to zoom in and out of different areas of the timeline.
   o. **Sequence-** This is the project opened in the timeline
   p. **Scene-** This is similar to a chapter in a book. It could be made of many clips or just one long continuous clip. These can be long or short, but they are what move the story along.

q. **Transitions-** This is when one clip jumps to another. There are audio and visual transitions. There are many different transitions that help move one clip to another.
5. Watch the Video "Transitions and Cuts 101"
6. Pass out the Transitions worksheet
    a. Let the students work in pairs in order to complete the worksheet
    b. After 10 minutes, go over the answers and replay the scenes in the video that match the answers
7. Assignment
    a. Have the student go into the editing room and log into their computers
    b. Import to random videos from their video folder.
    c. Have the students practice using 5 transitions and all the tools in the tool panel.
    d. Check the final video for the requirements, and for the grade that day.

Day 6:

1. Open the PowerPoint "Day 12 Scott Pilgrim"
2. Have the students come into class and grab their composition notebooks.
3. Bell Ringer:
    a. **What is the name of the transition that goes from one clip, then to black, then to another clip?**
    b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
    c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
4. Remind the students
    a. This movie has a lot of transitions
    b. Have the students pay attention to the aspect ratio
    c. They also need at least 2 quotes from the movie
        i. Have them write the quotes they find under their bell ringer, and at the end of the movie they select the best 2 to write in the quote section

Day 7:

1. Open the PowerPoint "Day 13 Recut Trailer"
2. Have the students come into class and grab their composition notebooks.
3. Bell Ringer:
    a. **I'm looking to create a trailer that is scary. What transition(s) and/or cuts would be the best and why?**
    b. Give the students 5 minutes to answer the bell ringer quietly (there should be no talking).
    c. Have the students share their answers with the rest of the class. They do not have to share if they do not want to.
4. Show the students the video "Scott Pilgrim: Making your Transitions Count"
    a. Ask them why do you think he uses such obvious transitions in the movie
    b. Do you think they represent something more than just jumping between two clips?
5. Moving onto our project
    a. Show the two trailers: Dumbo (2019); Shazam (2019)
    b. Have the students compare and contrast the differences or similarities between the wo trailers.
        i. Music
        ii. Transitions
        iii. Pace
        iv. Genre
        v. Length of trailer
        vi. Text
    c. Go over the student's answers
6. What is a re-cut trailer?

      a. Show the students the two examples of Re-cut trailers
         i. Scary Mary (Mary Poppins)
         ii. Shrek Infinity Swamp (Shrek)
      b. Ask the students what the recut trailers have that the actual trailers have

7. List of movies
      a. Show the students the list of movies that they can create a recut trailer from
      b. Have the students pick which movie they want to use
      c. Have the students fill out the Re-cut trailer worksheet
      d. Once the worksheet is filled out they can move onto the next step

8. Have the students watch the movie from beginning to end
      a. They should be taking notes on what scenes they want to use for their recut trailer

9. Editing
      a. Have the students import the entire movie file into Premiere
      b. The students should go down their list of the clips that they want to use and mark in and out of what scenes they want to use
      c. Once all the scenes are in the timeline, have the students add music that matches the new trailer
      d. They can put the clips in order and to the beat of the music
      e. Once they have a basic layout of clips they can add
         i. Sound effects
         ii. Titles
         iii. Transitions
         iv. Studio Logo
         v. Name in the credits
      f. Export the Project as an .mp4
      g. Uploading the assignment
         i. Go to canvas
         ii. Go to assignments
         iii. Find the Project that says "Re-cut trailer"
         iv. Submit the .mp4 file

10. Watching the trailers
      a. As a class we will watch the students trailers and give audience feedback.