

Lesson 3.1: Production

Subjects

Journalism, Language Arts, Social Studies

Estimated Time

One 45-minute class period

Grade Level

Upper Elementary, Middle and High School

Materials

Print off the [accompanying worksheets](#) for each video

Overview

In this unique set of video tutorials produced by Gil Garcia of Austin High School, students learn about the different roles associated with video production, how to scout a location and set up, best practices for audio gathering, lighting basics, the importance of white-balancing, how to approach interview process and how to gather different forms of b-roll.

[Gil Garcia](#), an instructor and consultant with the Student Reporting Labs program, produced the video series.

Click [here](#) to go to the SRL Video Tutorial Web page.

Outline of Topics Covered:

1. Students will learn about the different roles associated with video production.
2. Students will learn how location plays a pivotal role in video production.
3. Students will learn why setup is an important aspect of video production.
4. Students will learn about audio equipment and best practices for audio gathering.
5. Students will be taught lighting basics.
6. Students will learn about the importance of white-balancing.
7. Students will learn about the interview process.
8. Students will learn about the importance of B-roll.

Optional Student Based Project

After students have completed the [video tutorials and worksheets](#) ask them to use what they have learned (and they can use their worksheets to help them remember) to create a crash course booklet in production. Each topic should get one page, plus there should be a cover-page, introduction page, one page that lists the top 5 “Do’s” and “Don’ts” and a back cover for a total of 12 pages.

Extra Materials for Enrichment:

View the Student Reporting Labs link [here](#) to see what your high school around the country peers are producing.

Standards

CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)

CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

ISTE: Media Concepts, 3.0 Students will be able to interpret and evaluate various media presentations within their context.

Deliverables: How to upload Videos to NewsHour FTP site:

Once video editing is complete in Final Cut Pro, export project as a QuickTime Movie.

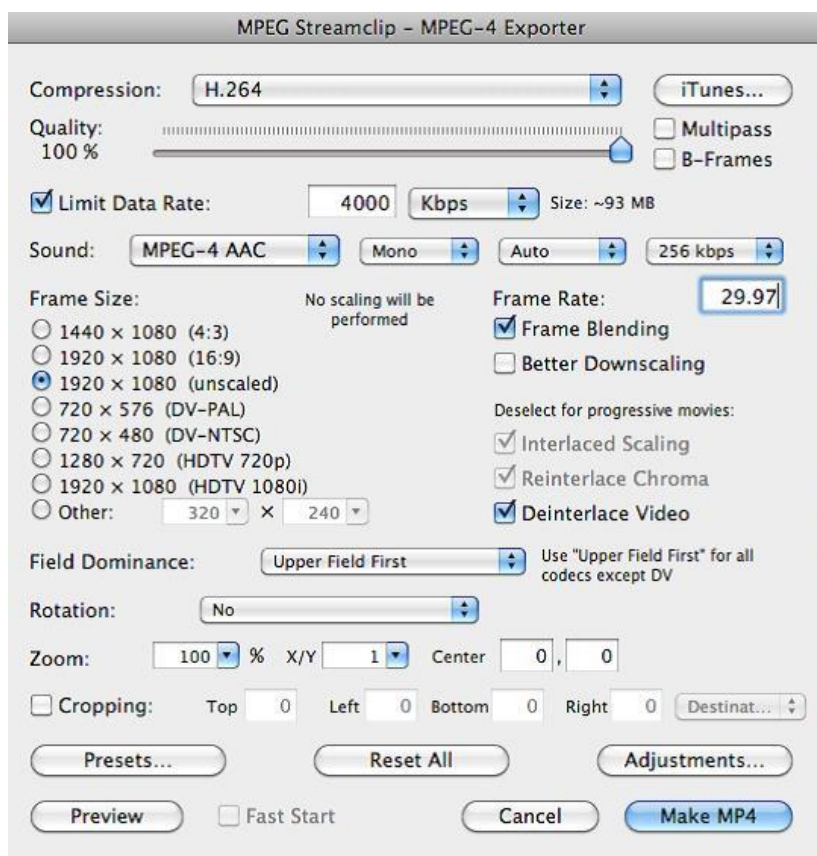
2. Name QuickTime Movie with proper naming conventions:

Examples: School name_ Title of video

3. Download MPEG Streamclip to the computers you will be editing videos on. Use [Squared5](#) to download the free program.

4. Compress QuickTime Movie to MP4 (**to do this open MPEG Streamclip**)

5. Make sure the settings in MPEG Streamclip for exporting to MP4 adhere to the picture below:



6. Log into [NewsHour FTP](#) - contact Thai for login credentials

7. Click on the **Student Reporting Labs** folder and select your school's folder.

8. Drag the MP4 video into your school's folder and you're done.