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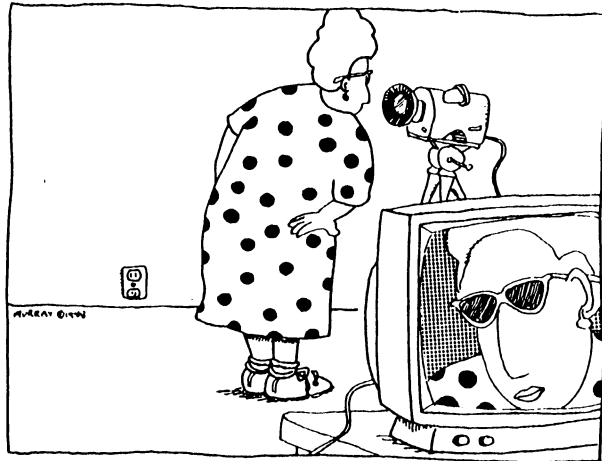
VIDEO PRODUCTION IN 9 EASY LESSONS

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INTRODUCTION



So you want to teach video?

So you want to teach your students to “convert audio and video signals into electronic pulses and record these pulses on electromagnetic tape”? Sounds technical, doesn’t it? But is it? Does video have to be technical? Not at all!

Video is used everywhere—at home, in the office, in police departments, theaters, hospitals, banks, stores, libraries, restaurants—even schools! Anything people want to investigate, teach, or recall is, or soon will be, videotaped. Video is a part of the present that will affect the future in ways we haven’t even imagined. What possibilities! You can prepare students for this future by getting involved in video now. Video is creative, challenging, and definitely fun! And it can be extremely useful in the daily life of your school.

I started teaching video like most teachers—I knew nothing! I even resisted doing video because I felt “technophobic.” But when I thought about the impact that video will have on students and their futures, I realized

that the advantages of doing video far outweigh the disadvantages. So I decided to do video *for them*. And—surprise! We learned together. I learned that teaching video can be fun. By the end of the unit, I was doing video *for me!*

You can teach video to your class, too. With some basic equipment and this guide, you can begin to enjoy and use this important medium.

KIDVID presents a practical learning program to help students understand and use video. They will be doing the writing, the camerawork, the editing. You will simply supervise. The curriculum is designed to be used with upper-elementary school students, but with a little revision, the curriculum can be used with just about any age level.

INTRODUCTION

Specifically, **KIDVID** will help students:

- recognize the elements that affect the quality of a video production,
- develop the analytical skills necessary to interpret relationships among these elements,
- construct criteria for evaluating effective video productions, and
- learn the fundamental techniques of video production, including preproduction planning (using scripts and storyboards) and technical skills (working with the camera and lights, for example). In **KIDVID**, students move quickly from theory to “hands-on” experience with equipment, and, for them, “hands-on” is the most exciting part.

KIDVID is organized into three parts. **The Basics** presents a general introduction to video and basic video equipment. **Production Techniques** introduces the basic skills and terminology you will need to teach video. **Video Production in 9 Easy Lessons** presents a step-by-step guide for teaching video production, from Lesson 1, which invites students to evaluate their favorite television show, to Lesson 9, which asks students to evaluate the video production they have just completed in class! In addition, the appendix includes a glossary of technical terms, sample forms, a list of references, material on the many uses of video in the schools, and information on how to prepare instructional material for the classroom.

If you didn't think video was easy before **KIDVID**, you will now! So let's begin . . . 5 . . . 4 . . . 3 . . . 2 . . . 1 . . . Roll the tape!

THE BASICS

What Is Video?

Basic Equipment

Camera

Video Cassette Recorder
(VCR)

Tripod

Dolly

Microphone

Lights

Television/Monitor

WHAT IS VIDEO?

Videotape is a thin plastic film covered with a magnetically sensitive coating. Audio and video information is recorded in separate sections (called "tracks") on the tape. When the tape is recording, audio and video signals are converted to electrical impulses by the camera. These impulses are stored on the videotape as changes in the magnetic coating.

When we think of video we often think of television. Television has been around for almost fifty years (it was actually invented in the early 1900s but perfected much later).

Video—the recording of the audio and video images—took longer to develop and is still evolving today.

The first videotape recorder was introduced in the late 1950s and was expensive, cumbersome, and fragile. Many different formats (methods of recording that are incompatible) were competing for the market at first, but finally the market condensed to two basic formats, Beta and VHS (which are still incompatible).

Videotape is *not* film. It does not look, feel, or act like film. Videotape has no frames or sprockets, and it does not need to be threaded, spliced, or touched in any way. It is cheaper than film and provides immediate feedback. It does not need to be developed in a laboratory. It can be stored, erased, and reused, sped up, slowed down, or even paused to "freeze" the action. It is easy to revise, edit, and correct. The picture quality of videotape will not deteriorate over time. It is *not* film.

With one or two pieces of equipment, video can be easily shown at home on a standard television set. No special camera or screen is necessary. A video cassette player (or recorder) hooked up to a television will show a variety of videotaped material, including purchased or rented movies, instructional tapes, tapes of the piano recital or school soccer game, and even video productions made at home or in the classroom!

In many cities, local cable companies have added public access channels to their broadcast formats. This simply means that individual citizens have

Video /'vid-e-o/ n., adj., [L. *videre* to see + E -o] 1. Relating to or used in the transmission or reception of the television image.

video, Latin, *I see*

Webster's Seventh New Collegiate Dictionary
(Springfield, Mass.:
G. & C. Merriam Company,
Publishers, 1963).