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MEDIA AND INFORMATION LITERACY

Session 16 "The Grammar of Video - Video Sequencing" (90 MIN)

INTRODUCTION (05 MIN)

Energizer A master at making faces

Activity	Energizer "A master at making faces" (DW Akademie MIL Guidebook, English edition p.137)	05"
Objective	● Students prepare to play roles and take them seriously	
Steps	● 1" Divide the students into two equal groups. Explain that the goal is to become the master of making faces, but only those who do not laugh have a chance ● 1" Have the groups form two lines facing each other. Give a signal for the first group to turn their backs on the other group and make a face that is funny, sad, silly, goofy, etc. ● Then signal the group to turn back to the second group and show their faces for a few seconds. If their partner from the other group laughs, they are disqualified ● 1" Now it's the second group's turn ● 2" Have groups take turns until all the members of one group have been disqualified ● The last remaining group member is the master at making faces	
Material		
Notes		

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BODY (75 MIN)

Trainer Centered: Guided discussion: Camera perspectives and shot sizes

Activity	● Presentation and guided discussion (DW Akademie MIL Guidebook p. 133 – 135 and 144 - 149)	10"
Objective	● Students identify shot sizes ● Students identify how a combination of various shot sizes and camera angles creates variety	
Steps	● 3" Show the PowerPoint presentation "Camera perspectives and shot sizes" to remind the students of the camera perspectives (bird's eye perspective, eye-level, and frog perspective) and shot sizes (long shot, medium shot, close-up, detail), which they discussed during the photography sessions ● What is their effect on the viewer? What can the camera person achieve with these perspectives and shot sizes? ● What would a video be like that does not combine a variety of shot sizes and camera angles?	
Material	● PowerPoint presentation "Camera perspectives and shot sizes" ● WiFi ● Projector	
Notes		

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Trainee Centered: Quiz Camera perspectives and shot sizes

Activity	● Quiz: Analyzing video shot sizes and perspectives	15"
Objective	● Students improve their skills at analyzing videos ● Students reflect on the power of video ● Students identify the idea of 'pacing' (combining shorter and longer clips to create rhythm and variety)	
Steps	● Divide the group into groups of four or five which compete against each other ● 6" Have the students watch a video you selected that uses a variety of shot sizes. For example: the first 40 seconds of "Video Sequencing Made Easy" https://www.youtube.com/watch?v=yaiJIaQAvUI or of this Star Wars clip https://youtu.be/pUaxXsqGeFI ● Instruct the groups to identify the first ten perspectives and shot sizes, and to note them down on a piece of paper ● The students do not need to watch the video to the end, and they should not watch the video more than three times to intensify the sense of competition ● 4" Have the groups compare their results: the one with the most correctly identified shot sizes wins ● 5" Discuss the idea of 'pacing' (combining different shot sizes, perspectives, and shorter and longer clips to create rhythm and variety)	
Material	● Video example from YouTube	

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Notes	● Paper, pens

Trainer Centered: Guided discussion **The grammar of video**

Activity	● Guided discussion (DW Akademie MIL Guidebook, English version p. 144 - 148)	20"
Objective	● Students understand the concept of sequencing in video (versus filming an action without interruption) ● Students identify rules for video sequencing ● Students describe the five-shot rule	
Steps	● 5" In video, you combine different shot sizes and camera perspectives to create variety and to speed up the actions. This is called sequencing: in a film or video, longer actions aren't filmed from start to finish. Instead, they are broken down into short scenes depicting key moments of the action. Each scene is filmed separately. In the editing process, these scenes are pasted one after another. Take the example of frying an egg: the whole process takes about five minutes in real life. But in a movie, you wouldn't have five minutes to show this. Instead, you'd film one shot where someone puts the pan on the stove, the next shot where they add butter or oil to the pan, a third shot where they crack open an egg and slip it into the hot oil, one where the egg sizzles, and then a final shot where the fried egg is taken out of the pan and put on a plate. So instead of showing five minutes of	

	an egg slowly frying, you've broken the action down into a few short scenes. In the movie, this sequence won't take longer than 15 seconds. Our minds are so trained in "the grammar of video" that we automatically "fill in the blanks", the time that's passed between these key moments ● 5" Show a brief sample video in which a particular action has been broken down into sections based on shot size. Tip: On YouTube, type in "video sequencing" and "five-shot rule" to find examples like this one: https://www.youtube.com/watch?v=yaiJIaQAvUI or this one: https://www.youtube.com/watch?v=h1QeTIWqQwA ● 5" Visualize and discuss the various shot sizes based on the sample videos
Material	● Guidelines "Five-shot rule", DW Akademie MIL Guidebook (English edition, p. 148) ● YouTube videos showing examples of video sequencing and the five-shot rule (e.g., https://www.youtube.com/watch?v=h1QeTIWqQwA) ● WiFi ● Projector
Notes	

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Create: Active Media Work **Video sequencing – storyboard for the five-shot rule – production of a simple video sequence**

Activity	● Group work: Video sequencing	**35"**
Objective	● Students break down an action into key moments ● Students plan their video shoot with a storyboard ● Students apply the rules for video sequencing	
Steps	● 15" Divide the students into groups. Each group should depict this "storyline" in a video sequence using the five-shot rule and a variety of shot sizes: e.g., someone makes a call on a cell phone; someone pours a glass of water and drinks it… ● Ask the students to sketch out their ideas for pictures on a storyboard, noting the shot size to be used under each sketch. They should avoid panning, zooming, and major jumps, such as a long shot to a close-up ● Look at each storyboard before the students actually start filming. Review whether: 　—the action will come across in the video 　—each shot moves the action along in a smooth transition 　—the shot sizes are varied enough to keep the video interesting but not confusing ● 15" Based on their storyboards, the students record their various shots. Provide individual assistance, tips and suggestions where needed ● The trainees then export the video from the app and upload it to the Facebook group	

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	• 10" When all the videos have been uploaded, have the students come together for a group presentation. Each video presentation is followed by a round of applause and then feedback from all the groups • Points of discussion can include the various shot sizes that were applied or not applied, their variation, and the technical implementation, continuity, clarity, and creativity of the video
Material	• Worksheet "Storyboard" DW Akademie MIL Guidebook, English edition p. 149 • Video cameras or smartphones • WiFi • Computer • Projector
Notes	

CONCLUSION (5 MIN)

Open questions, Summary & Conclusion

Activity	● Discussion / Reflection	05 "
Objective	● Students clarify open questions, cool down	
Steps	● 5" When all the videos have been presented, ask trainees to summarize what they have learned in this unit. Encourage them to be aware of the various shot sizes and perspectives used, as well as the editing of any video they watch in future, to enhance their understanding of how a story can be told. The students ask additional questions if something is still unclear	
Material		
Notes		

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ANNEX

Camera perspectives

Camera perspectives

Bird's eye perspective

eye level

frog's

Camera perspectives

Bird's eye perspective

Eye level

frog's

Camera perspectives

Bird's eye perspective

Eye level

Frog's

Camera perspectives

Bird's eye perspective

Subject looks small and powerless

Eye level

Frog's

dominant

Camera perspectives

Bird's eye perspective

Subject looks small and powerless
dominant

Eye level

Subject looks approachable

Frog's

Camera perspectives

Bird's eye perspective

Subject looks small and powerless dominant

Eye level

Subject looks approachable

Frog's

Subject looks powerful and

Camera perspectives

Long shot	Medium shot	Close up	Detail

Camera perspectives

Long shot

Overview, surroundings or thing

Medium shot

Close up

Detail

Camera perspectives

Long shot

Overview, surroundings thing

Medium shot

Person in action

Close up

Detail

or

Camera perspectives

Long shot

Overview, surroundings thing

Medium shot

Person in action

Close up

Full face

Detail

or

Camera perspectives

Long shot

Overview, surroundings thing

Medium shot

Person in action

Close up

Full face
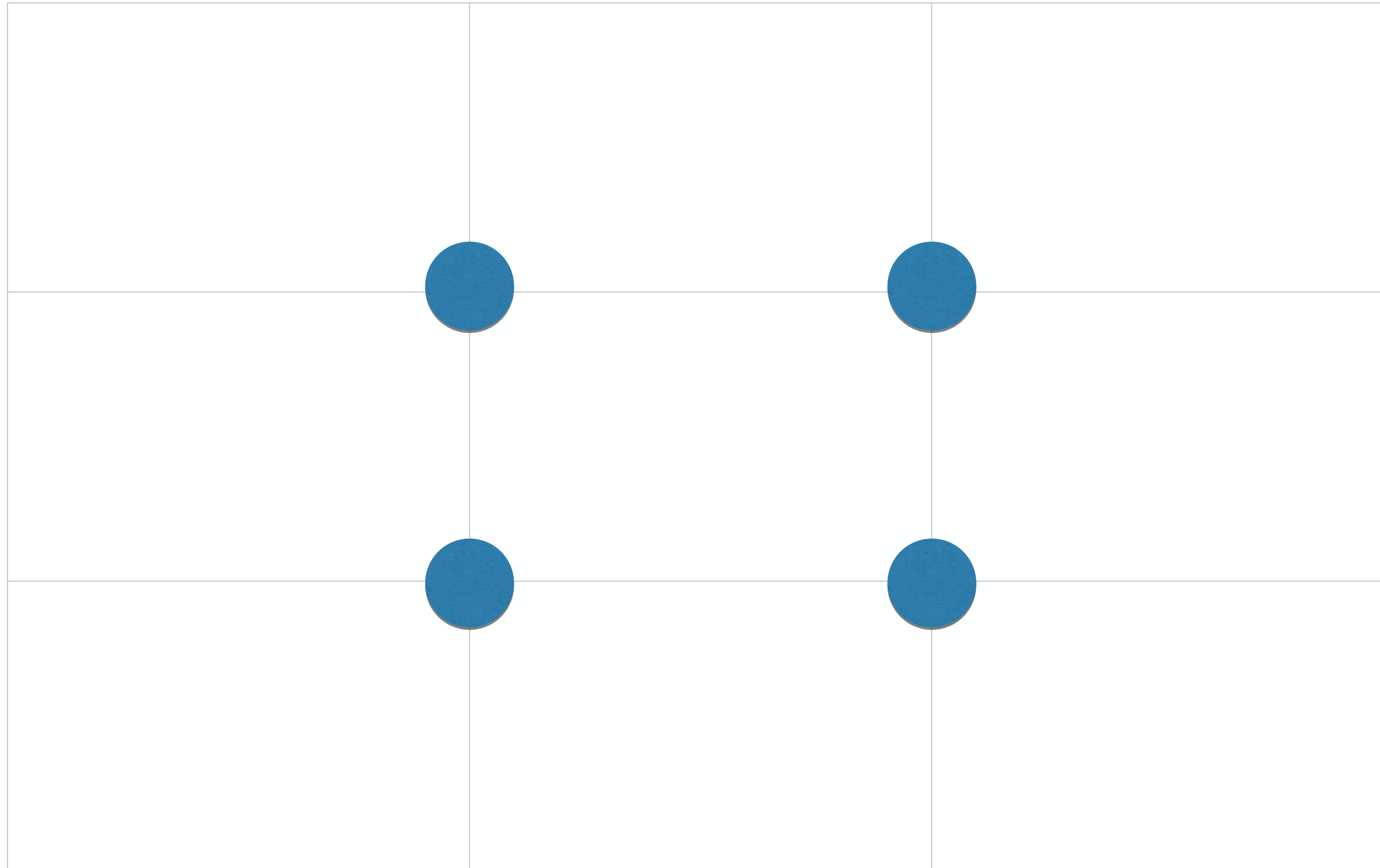
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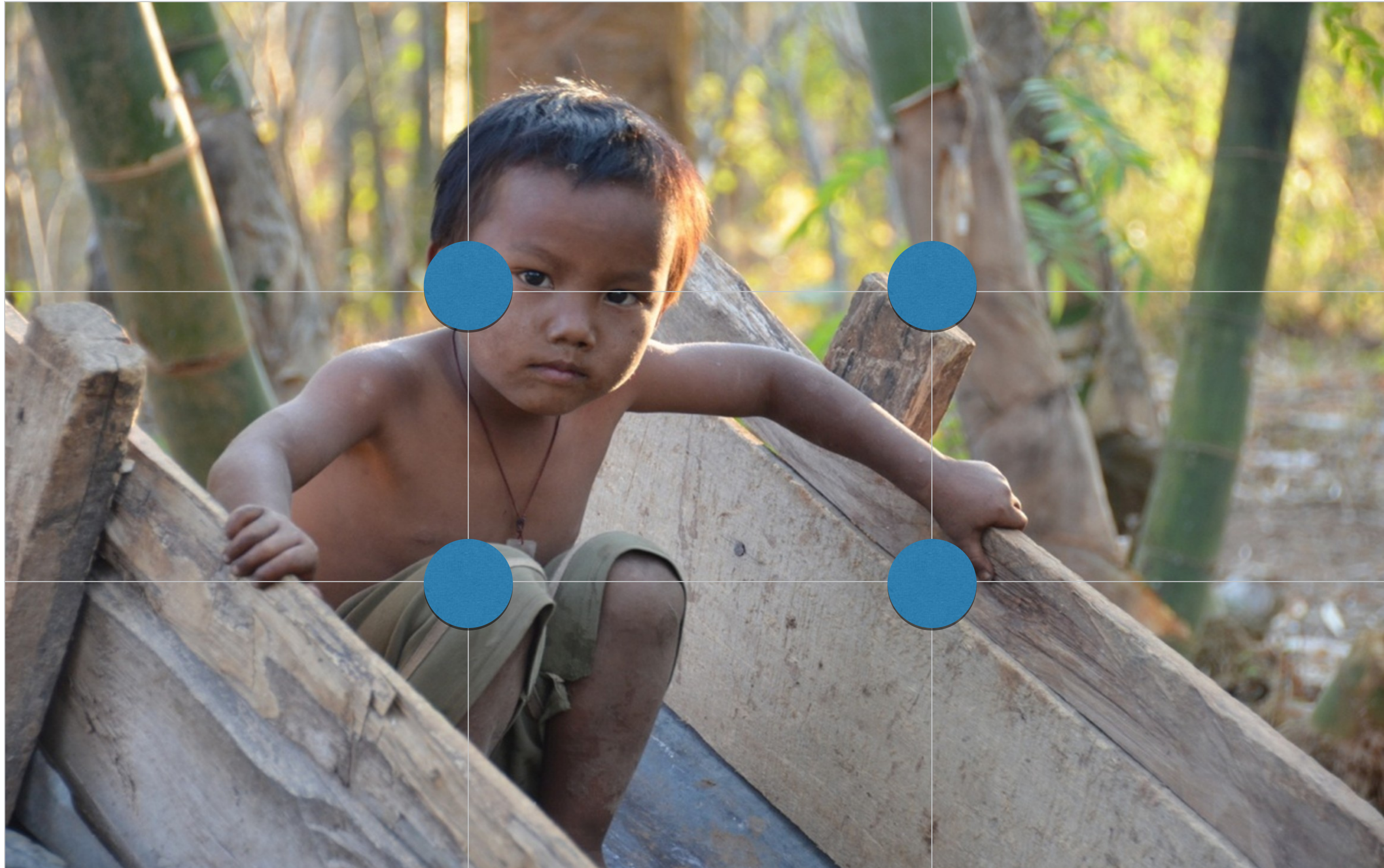

Part of a face or

Composition rules

Rule of thirds

Composition rules

Rule of thirds

Composition rules

Rule of thirds

Composition rules

Rule of thirds

Composition rules

Rule of thirds

Composition rules

Contrast
- between light and dar

Composition rules

Contrast
- between colors

Composition rules

Leading lines

Composition rules

Symmetry

Composition rules

Framing

Composition rules

Cropping

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Thank you

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