

OKLAHOMA 4-H HOBBIES AND COLLECTABLES

Video Production and Filming

Preserving the Past and Present for Future Generations: Recording Interviews and Experiences



Purpose: To introduce *Videography* while recording Oklahoma 4-H history; documenting service projects, leadership experiences and project work; as well as creating an instructional video.

Objective:

- ✿ Introduce 4-H members to the field of “*Videography*.”
- ✿ To prepare and engage youth in archiving their 4-H experiences.
- ✿ To prepare and engage youth in preserving our history by recording the stories of Oklahoma 4-H alumni, retired extension staff and volunteers on video.
- ✿ Provide a means to collect, record, and recognize 4-H club community service and/or leadership projects.
- ✿ Creating instructional videos for project work.
- ✿ Develop a video database for future generations.

Life Skills Development:

Critical Thinking: asks questions before, during and after acquiring information

Keeping Records: begins to sort and classify

Planning/Organizing: does simple sorting and categorizing

Decision Making: identifies alternatives; able to choose among a few selected alternatives

Nurturing Relationship and Sharing: learning to be an active and passive listener; respect for intergenerational life experiences; and value the recording of ones heritage.

Marketable Skills: gets exposure to a variety of job roles in community; learns math, reading, speaking, manual dexterity; takes field trips to explore careers; processes information with adults

Contributions to Group Effort: being an active and contributing member who explores and records Oklahoma 4-H history as part of our Centennial celebration.

Self Discipline: learning to take responsibility for identifying stories, making appointments, preparing for interview, conducting interview, recording/reporting story/interview, returning stuff, thank you notes

Preparation

Before getting started review all of the following materials:

- Action! Making Videos and Movies
- Communications Made Easy
- Production Techniques
- Shooting Your Videos
- Video Tools, Tips and Tricks
- Elements and Principles of Design

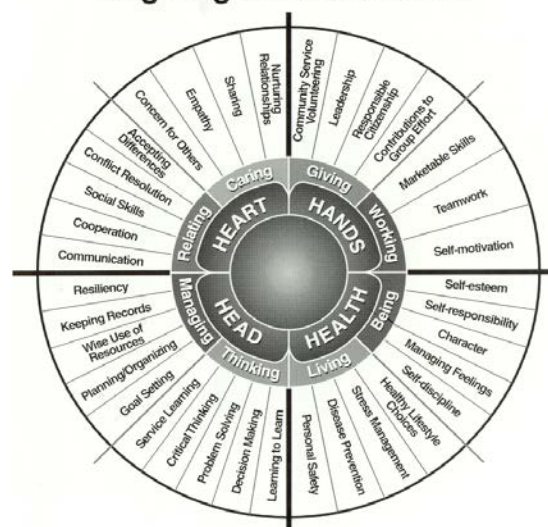
Copy Worksheets:

- Storyboard sheet #1
- Storyboard Sheet #2.

Available at <http://4h.okstate.edu/literature-links/lit-online/communication-expressive-arts/speaking/communication-speaking-4h-comm-300> and <http://4h.okstate.edu/literature-links/lit-online/healthy-living>

National 4-H Filmmaking resources (2015) - <http://www.4-h.org/resource-library/curriculum/4-h-filmmaking-studio-and-workshop/filmmaking-resources/>

Targeting Life Skills Model



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Club Lesson Plan 1 – Introduction to Videography

Production Crew

Materials needed: Slips of paper with a production crew title listed on each slip of paper, pencils, paper, PPT slides, LCD projector and computer.

PPT Slides: 1-8

Handout: Communication Made Easy: Production Team Goals

Do: Divide into groups. Give each group at least one slip of paper with a title, paper and pencil/marker. Have them write a job description based on what they think that individual does as a member of a production crew.

Have each group share their description.

Work through PPT slides.

Video Production or videography is the art and science of planning, videotaping, editing and distributing a finished product. Video production is a form of communication; it can share a message to other people. This is an industry that is constantly changing due to improvement of technology. Video Production can be categorized as Studio or Field productions. Studio productions use a controlled facility that involves lighting, video and sound crews. News station and talk shows are an example of studio productions.

Field production uses “raw footage” gathered on a location and then edited in studio. A production team keeps the video production on schedule.

Examples of a 4-H “Studio” production – interviews with 4-H Alumni, retired staff, volunteers and 4-H members

Examples of 4-H “Field” production – archiving a service learning experience beginning with the planning through to the celebration; covering a 4-H event or getting footage for a local TV program/YouTube.

Production team consists of:

Producer-The person who gives overall leadership to the content, message, audience and objective of the production.

Director- The person who gives overall leadership to the scripting, rehearsing, talent, set design, camera shots and video taping. This person keeps people on task and makes sure deadlines are met.

Researcher – The person(s) who does all of the background or leg work on the subject, location, person, etc. Their work is vital to all other members of the team.

Editor – The person who is responsible for assembling final product; matches together raw camera footage, dialogue, sound effects and graphics.

Scriptwriter- The person who writes the script, copy, narration and voice-overs for the video.

Talent- The person whose voice(s) or face(s) appear on-camera

Graphic Artist- The person who designs and creates visuals to enhance and support the message of the video.

Videographer- The person who operates the video camera.

Time: Each lesson will take 30 – 45 minutes

Supplies

- Pencils, crayons, and markers
- Paper
- Index Cards
- Chart Pad
- Empty Toilet paper rolls or 4 x 6 index cards and tape to make tubes
- Storyboard worksheet(s)
- Video Production PPT
- Laptop/Computer
- LCD Projector
- Movie or commercial
- DVD/VCR and TV
- Magazines
- Video Camera and mic

Some jobs will take multiple people to accomplish; others will require 1 or 2 people. In an actual production team, one individual may have more than one roll/job.

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Be sure to do the REFLECT and APPLY questions. Don't just ask questions and move on....draw answers out of the participants by getting them to think. This is critical to the education process, as well as to the relevance of the project.

Reflect:

- ☼ Tell me in what way your discussion group job descriptions varied from the actual job?
- ☼ Do we have a similar leadership structure in 4-H/sports but with different titles and tasks for each title? *A production team is like a committee – the producer is the committee chair and coordinates the team efforts. Jobs are delegated to members of the team/committee. Officers in a club – each have a title and specific purpose/job. Sports team – there are various positions with specific jobs.*
- ☼ Which production crew jobs sound fun and why? Which jobs are not of interest and why? Why is it important to understand your strengths/talents and interests when assuming a leadership role?

Revised 3/2016

References:

- ©2006 Annette Lamb and Larry Johnson
<http://eduscapes.com/seeds/production/productcamera.html>
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- Video Production 101, California Arts Project, 2009.
- Action! Videos and Movies. Wisconsin 4-H Publication.
<http://fyi.uwex.edu/wi4hpublications/action-making-videos-movies/>

Apply:

- ☼ What happens when members of a team (sports, officer, and committee member) do not understand or have the skills to do their job? What happens to the team?
- ☼ How can you become a good production crew member? *Learn about your specific job. Help in other roles on the production crew so you have a better understanding of their job and how your job affects their responsibilities.*

Oklahoma 4-H On-line Resources/Links

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Communications Made Easy

Includes numerous tips and ideas to help pull together a production team, write a script, speak in front of a camera, and organize graphic designs on a video production

Production Techniques

Random Techniques as applied to Production. Includes graphics to illustrate the various techniques.

Shooting Your Videos

Page 39 of the Michigan 4-H Extension Communications Toolkit, this page is a quick snapshot of various tips to improving the quality of the videotapes you shoot. Order the complete Communications Toolkit at: http://shop.msu.edu/product_p/bulletin-4h1560.htm

Storyboard Sheet Type 1

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Video Tools, Tips and Tricks

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Club Lesson Plan 2 – Part 1 - Storytelling by Storyboard

Cartooning

Materials needed: Story board worksheet 1, pencils, colored pencils, markers, and/or crayons. PPT slides, LCD projector and computer

PPT Slides: 9-10

Handouts: 4H.HLTH.407 History Mysteries – Part 1 of 2

Do: Have each member think about something they know or do really well in their 4-H project area. Preferably something they can explain/draw in no more than six picture frames.

Have them then illustrate the subject as a cartoon. Provide time to share the cartoons or post them for others to view.

(Activity Enhancement - Another activity which would build upon this concept would be illustrating a flip book or let them make a flip book using page 13 of *Action! Making Videos and Movies*.)

Work through PPT slides.

Just as in all 4-H project work, “planning” is the first and most important step to any video project. It saves time and money on the final product. Key - “Plan before you shoot.”

A motion picture is simply a series of images (frames, scenes and sequences) strung together to tell a story. By using a story board, a production crew effectively plans out the video by drawing and describing content and location of the video.

1. Story - What story are you going to tell?
2. Location – Where will the story take place?
3. Subject – Who and what (props) will be needed to tell the story?
4. Background – What information do you need to gather or learn? What questions are you going to ask of the interviewee? Question must be carefully prepared to get the answers that tell the story you set out to produce.
5. Storyboard – Use a storyboard or index cards to organize the sequence of scenes needed to tell the story. Each card represents one scene and will include a simple sketch and information needed to shoot the scene (lighting, camera angle, cutaway, sound, etc.). The cards can be arranged and rearranged to determine the best order. When satisfied, number the cards.
6. Script – Choose simple, clear words; words that make a point or communicate a message quickly. Taking out unnecessary words and using verbs to communicate action and present tense. Key – Less is more!

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Reflect:

- ✿ What did you think about writing and illustrating a cartoon?
- ✿ What took the longest? Coming up with an idea? Simplifying the idea enough so it would fit in 6 frames? Writing the text? Illustrating? Etc.
- ✿ Does the story have a beginning, middle and an end? What are some of the projects which we refer to as having a beginning, middle and an end? *Speeches, demonstration, news stories, record book story.*
- ✿ Tell me how storyboarding relates to the various jobs of the production crew? Who benefits from the storyboard?

Apply:

- ✿ How could something like storyboarding help you to plan project work? *Identifying the steps for accomplishing a task. Organizing the steps in a simple and logical sequence which saves time and resources while accomplishing your end goal.*
- ✿ How is storyboarding similar to setting and accomplishing goals? *Having visual pictures of the steps necessary to reach a goal.*
- ✿ How could a storyboard help you write an interesting story for your record book?

Part 2 - Storytelling through Interviews

Curiosity – I want to know more?

Materials needed: Pencils and paper/index cards, a picture which will peak curiosity, chart paper and markers.

PowerPoint Slides:

Handout: 4H.PDL.111 Personal Development – Documenting our 4-H Heritage
Communications Made Easy: Writing Skills for Video

Do: Show the youth a picture which will really peak their curiosity. Choose an illustration that makes them ask questions - something that will be easy for them to formulate and write questions.

For processing the activity, cut 8 ½" X 10" paper into quarters or use index cards. Give everyone multiple pieces of paper. They are to write one question per card.

Show the picture and ask them to start writing questions about what they see, things they want to know, etc.

Let the group share their questions. Start to organize questions on the wall. Group them by similarity. Look for patterns or categories emerging from the questions.

Have the group decide a logical sequence for asking the questions. Once everyone is comfortable with the way questions are organized, re-write the questions on chart pad. Use a separate piece of paper for each category of questions.

If we took time to research all of these questions do you think we would have a story to tell about the picture? Or would we have multiple stories all about the same picture?

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Reflect:

- ✿ As we were arranging and re-arranging the questions what patterns did you see? Does one question build upon the answer from a previous question? *There needed to be a sequence to questions - things we need to know first, second, third, and so on.*
- ✿ How did the sequence of questions begin to tell a story?
- ✿ For an actual interview, would the hard questions go at the beginning, middle or end? Why?
- ✿ Tell me how "curiosity" or the formulation of questions could be important to the job each of the production crew? *Reflect back to each of the 7 roles in lesson 1.*

References:

- ©2006 Annette Lamb and Larry Johnson
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Apply:

- ✿ How would preparing questions for an interview with a person be similar to the way we prepared questions about the picture?
- ✿ Would it be necessary to research the person before the interview? Why?

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Club Lesson Plan 3 – Behind the Camera

Behind the Lens

Materials needed: Toilet paper rolls or index cards and tape. Objects for setting up a still life scene/shot. Movie or commercial, VCR/DVD player and TV.

Possible still life scene: 1) Variety of books – open and unopened, 2) Game board – out of the box and looking played; 3) sports equipment, 3) cooking, sewing, painting, scrapbooking (any kind of hobby supplies), 4) table setting, 5) furniture (chair, coffee table, lamp, flowers in vase). The scenes are important because they will set the stage or be the object focused on during the activity. Have at least two scenes set-up for the activity.

PowerPoint Slides: 11-26

Handouts: Action! Making Video and Movies
Production Techniques
Shooting Your Video
Tools, Tips and Tricks

Do: Using the tube as your camera lens, close one eye and move around the staged scene. Look at the objects through the lens - at all kinds of angles and distances. What you are seeing is what the camera sees.

Do you see any change in light or color as you change angle or change your proximity to an object?

Give the class time to have some fun and make observations. Gather them back together and have them list their observations, either in small groups or as one group.

(Activity Enhancement – Tape a commercial or show a scene from a movie and have the class list how camera angles change the feel or content of the clip.)

Creativity is necessary for video production. A videographer has many tools that can help him/her illustrate an action, reaction or emotion through the lens of a camera. This is a creative skill and requires a level of video production knowledge.

Light - The single most important thing which can be done to improve the look of video is “lighting.” Light should fall evenly across the subject, without shadow or excessive back light.

Sound - Sound is equally important to the finished product. Without good audio you lose the verbal content of the story. Most cameras have built in microphones that are fine as long as there is little or no background noise. External microphones provide better sound.

Camera Technique - Camera shots, camera angles and camera moves are the basic tools used by a videographer. Excessive panning, zooming, and erratic movement should be limited and saved to add drama or impact. The storyboard notes will have techniques noted for an intended purpose.

Let’s “see” why they say a picture is worth a thousand words. (Go through PPT slides)

Camera shot

Extreme close up is a shot that is very focused on a specific area. Example: a persons face.

Close up is a shot that shows a smaller part of the subject or scene.

Medium is shot shows less of a scene than the wide shot. For example, if you were interviewing someone, this shot would show him or her from about the waist up in a medium shot

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Waist is a shot that is focus on most of the body but doesn't fully expose the body.

Wide is a shot that shows the whole scene. Frequently, you'll see video pieces begin with a wide

shot. This shot is also good if there's a lot of movement. This would show a person from head to toe.

STOP - Let the class experiment with their new knowledge and the camera lens before going on.

Camera angles – the most serious video or documentary videos does not use extreme high or low angles. They use level or mostly level angles. The subject is most often not centered in the lens , lending interest to the subject and shot.

High Angle- Camera is looking down on a subject. (Makes objects look smaller.)

Low Angle- Camera is looking up at a subject (Makes objects look smaller)

Level or normal angle- Camera is look at a level view. (Most common angle)

STOP - Let the class experiment with their new knowledge and the camera lens before going on.

Camera Moves – For Dollies and Trucks to be smooth they need special equipment. Tilts and Pan can be done smoothly with a tripod but takes practice.

Zoom- This is one way to get from one type of shot to the next. Generally should be slow, unless trying to build excitement or illustrate action.

Dolly in- The camera moves toward the subject

Dolly Out- The camera moves away from the subject

Pan Left- The camera rotates left across the subject

Pan Right- The camera rotates right across the subject

Tilt Up- The camera starts at the bottom of the subject and moves to the top of the subject

Tilt Down- The camera starts at the top of the subject and moves to the bottom of the subject

Truck- The camera moves with the subject that is in motion. (like someone walking)

STOP - Let the class experiment with their new knowledge and the camera lens before going on.

(Activity Enhancement – Show a recorded commercial or scene from a movie and have the class identify the number of camera shots, angles, and moves. Listen for how sound is used for effect. Watch for how light is used to create effect or to enhance the story line.)

Be sure to do the REFLECT and APPLY questions. Don't just ask questions and move on...draw answers out of the participants by getting them to think. This is critical to the education process, as well as to the relevance of the project.

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Reflect:

- ✿ How did the scenes or objects in the staging change to the naked eye when viewed from a lens?
- ✿ Why were you able to focus on a single element or more detail through the camera lens?
- ✿ Reflect on a TV show or commercial that you really enjoy. From a technical point (camera, lighting and sound) what is it that makes you like it? Can you think of some poorly produced commercials? Is the quality partially due to the technical production?
- ✿ How do the individual roles of other members of the production crew affect the videographer? And, visa-versa. *Reflect back to each of the 7 roles in lesson 1.*

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Apply:

- ✿ Are there times, activities, situation and people that we sometimes view through an invisible lens? Do you think this is a good practice?
- ✿ In what ways could viewing "life" or life's experiences/opportunities through an invisible camera lens be good? Or bad?

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Club Lesson Plan 4 – Talent

In Front of the Lens

Materials needed: Video camera, set, lights, microphone and script. Footage of a local network news show, interview or documentary. TV and VCR.

PowerPoint Slides:

Handouts: Communication Made Easy – Speaking Skills for Video

Do: Play the footage and ask the students to observe the body language, movement, posture, gestures, eye contact, facial expressions, voice – pitch, inflection, enunciation, and dramatics of the “talent.”

Make a list of what everyone observed. Put a plus by the things they liked and a minus by the things which were distracting to the story.

Set up a video camera and give students an opportunity to talk “to” the camera. Play back the video and ask them to make observations about their performance – gestures, facial expression, voice, posture, etc.

Being in front of the camera is not as easy as it looks. There is a lot of pressure to stay focused on what is being said and done while simultaneously thinking about your next move, question, voice inflection, etc.

The talent has their eye on the camera lens, talking to it as if it were another human being. Meanwhile they are also watching the director and other production crew for signs or signals. Their eyes remain focused on the camera but see and processes what is going on around the camera lens.

The talent must be constantly aware of their visual presence on film and through the eye of the camera:

- Posture
- Gestures
- Facial Expressions
- Movement
- Body Language
- Eye contact
- Appearance – hair, makeup, accessories, costume

The talent must be aware of their audio presence as recorded on film

- Confidence
- Projection
- Pitch, volume, pacing
- Pleasing
- Enunciation and inflection
- Dramatics

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Reflect:

- ✿ What messages did the talent send with facial expressions or gestures? Did this affect their credibility? Influence your thoughts about them as a person?
- ✿ What was the hardest visual presence to control when in front of the camera? Why?
- ✿ What was the hardest audio presence to control? Why?
- ✿ How do you think the individual roles of other members of the production crew affect the talent? *Reflect back to each of the 7 roles in lesson 1*

Apply:

- ✿ In what ways do we make judgments about people through visual and auditory cues? Is this good or bad? Why?
- ✿ When are there times we have to multi-task? Focus on one thing, but be ready for the next?
- ✿ Who do you know that does a good job of multi-tasking?

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Club Lesson Plan 5 – Graphic Artist

Packaging the Product

Materials needed: Computer and software (PPT) for designing graphics and producing slides. Magazines with lots of graphics and/or advertisements. Paper and pencil. LCD Projector

PowerPoint Slides: Elements and Principles of Design

Handouts: Communication Made Easy – Graphic Design for Video
Elements and Principles of Design

Do: Give students time to look through the magazines and clip out what they consider the “best” graphic layouts in the magazine. Have them list qualities they find appealing about the graphic layout.

Repeat the exercise but with a graphic layout they do not find appealing.

Have individuals share their selection and list of qualities. What are common similarities and differences being identified by individuals? Are these similarities and differences based on elements and principles of design? Or individual taste?

Review the Elements and Principles of Design:

Source: <http://www.4-h.org/resource-library/curriculum/creative-arts-curriculum/>

Elements of Design

- Color and value
- Form
- Line
- Shape
- Space
- Texture

Principles of Design

- Balance
- Emphasis
- Movement
- Pattern
- Proportion
- Repetition
- Rhythm
- Unity
- Variety

Talk through the handout *Graphic Design for Video*. Using the magazine graphics from the previous exercise, have students identify both elements and principles of design at work.

(Activity Enhancement – Show a recorded commercial and have the class evaluate/apply the graphic design principles discussed during the lesson.)

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Be sure to do the REFLECT and APPLY questions. Don't just ask questions and move on....draw answers out of the participants by getting them to think. This is critical to the education process, as well as to the relevance of the project.

Reflect:

- ✿ Why would it be important for the Graphic Artist to be involved with the entire planning process? Why would their finished product relate to any other job of the production team? Reflect *back to each of the 7 roles in lesson 1.*

Apply:

- ✿ How do graphics affect your opinions on people or brands? Why is that good or bad? What must companies or individuals do to ensure they have an appropriate and/or positive message?

References:

- ©2006 Annette Lamb and Larry Johnson
<http://eduscapes.com/seeds/production/productcamera.html>
- Communications Made Easy, Oklahoma 4-H, 2009.
http://oklahoma4h.okstate.edu/scitech/video_contest.htm
- Video Production 101, California Arts Project, 2009.
<http://csmc.ucop.edu/tcap/nbpts/tutorials/video.html#4>
- Action! Videos and Movies. Wisconsin 4-H Publication

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Club Lesson Plan 6 – Editing

Putting the Pieces Together through Visualization - Lights, Camera and Action

Materials needed: Music samples, B-Roll footage, pencils, paper, computer and LCD projector. Computer lab recommended but not required.

PowerPoint Slides:

Handouts: Tools, Tips and Tricks

Do: Find a B-Roll clip on Youtube.

Have participants watch complete clip (b-roll clips generally are longer than what the finished video production is going to be). Clip may need to be viewed more than once. Suggested Jeep clip (2009)

<http://www.youtube.com/watch?v=gTYMFvcZQbw>

Ask participants to think about sections of the clip they would want to use for a 60-second video. Have them sketch sections of the clip on individual pieces of paper (do not have to be super detailed).

Ask participants to write the script they would want to use with the video. It doesn't need to be long – remember simple is key.

Have participants mark on their sketched video clips where the script would begin and end.

Play music samples for participants and have them select one or two songs. Ask participants to mark on their sketched video clips where the songs would play, considering audio levels.

References:

- ©2006 Annette Lamb and Larry Johnson
<http://eduscapes.com/seeds/production/productioncamera.html>
- Communications Made Easy, Oklahoma 4-H, 2009.
http://oklahoma4h.okstate.edu/scitech/video_contest.htm
- Video Production 101, California Arts Project, 2009.
<http://csmp.ucop.edu/tcap/nbpts/tutorials/video.html#4>
- Action! Videos and Movies. Wisconsin 4-H Publication

Oklahoma 4-H On-line Resources/Links

<http://4h.okstate.edu/literature-links/lit-online/communication-expressive-arts/speaking/communication-speaking-4h-comm-300>

Action – Making Videos and Movies

An excellent publication about all aspects of production making. It also includes an in-depth glossary explaining the lingo of video production. Created by Wisconsin 4-H Extension.

Communications Made Easy

Includes numerous tips and ideas to help pull together a production team, write a script, speak in front of a camera, and organize graphic designs on a video production

Production Techniques

Random Techniques as applied to Production. Includes graphics to illustrate the various techniques.

Shooting Your Videos

Page 39 of the Michigan 4-H Extension Communications Toolkit, this page is a quick snapshot of various tips to improving the quality of the videotapes you shoot. Order the complete Communications Toolkit at: http://shop.msu.edu/product_p/bulletin-4h1560.htm

Storyboard Sheet Type 1

A basic storyboard to help write and organize a production.

Storyboard Sheet Type 2

Another basic storyboard in a different format to help write and organize a production.

Video Tools, Tips and Tricks

This resource explains the various tools used in production, includes links to Video Editing Software and information on Public Domain Music. Also lists various tricks to effectively communicate a message and to effectively use technology in a production. This publication is strongly recommended.

4-H Filmmaking Curriculum- <http://www.4-h.org/resource-library/curriculum/creative-arts-curriculum/>

National 4-H Filmmaking resources (2015) - <http://www.4-h.org/resource-library/curriculum/4-h-filmmaking-studio-and-workshop/filmmaking-resources/>

Creating Movies With Windows Movie Maker

Mark Zeigler, Georgia 4-H

Windows Movie Maker is extremely straightforward – the steps you should follow are clearly numbered in the task pane. Don't be afraid to experiment, because you can't damage your pictures. The image or audio file you import into windows Movie Maker is a representation of the original source file. The file remains in the folder or location from which it was imported. You can delete or rename pictures shown in the Collections pane of Movie Maker without actually deleting or renaming the original picture. You can also add special effects to the pictures within Movie Maker and the original pictures aren't ever modified.

Step 1: Import Your Video

Transferring your video to your PC is the first step in making your own movie. Then you'll need to import them into Windows Movie Maker. This can be done by either capturing video from a device such as a camcorder or importing video already stored on your machine.

To import video into Windows Movie Maker:

1. Click **Start**, point to **All Programs**, point to **Accessories**, and then click **Windows Movie Maker**. Movie Maker may be found under the **Entertainment** heading.
2. In the Movie Tasks pane under **Capture Video**, click **capture video from device** or **import video** for video already on your computer. We will focus on importing video already on your machine.
3. You'll be prompted to import your video, so browse to the folder where you keep your video. You can select several video clips in a single folder by holding down the Ctrl key and clicking each picture.
4. When you've selected your video, click **Import**. If you have pictures in other folders to import, click **Import video** again and repeat the process.

Your video will appear in the Collections pane of the Movie Maker window. We're actually working with representations of your video, so there's no risk of damaging your original files. (If you edit the source file in another program after it is already imported into Windows Movie Maker, the changes that you make to the file automatically appear in Windows Movie Maker and in any thumbnail or clip for the file in Windows Movie Maker, the source file still remains unchanged in the original location. To ensure that you can continue to work with a project, avoid renaming, deleting, or moving the original source files. For more information, search Windows Movie Maker Help topics for **source files**.)

Don't worry about the order of the video just yet-you'll have the chance to specify their sequence in the movie later.

Step 2: Import Your Pictures

Additional Video Resources

Materials at links at web address:

- National 4-H Filmmaking resources (2015) - <http://www.4-h.org/resource-library/curriculum/4-h-filmmaking-studio-and-workshop/filmmaking-resources/>
- [Action! Making Videos and Movies](#) (PDF) Wisconsin 4-H Publication
- <http://www.masteringvideography.com/> A great site with video tutorials on creating video sequences, using a microphone pop filter, shooting a simple instructional video and lots more
- <http://www.cambridgeincolour.com/tutorials.htm> A deep, rich, site with tons 'o digital photography helps and tutorials for the intermediate photographer. The site describes itself as ". . . *tutorials on how to acquire, interpret and process digital photographs using a visually-oriented approach that emphasizes concept over procedure.*"

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Transferring your still pictures to your PC is the second step in making your own movie. Then you'll need to import them into Windows Movie Maker. A tip before you begin to assemble your movie: Pictures that are wider than they are tall (landscape orientation) fit the shape of computer monitors better-so use horizontal pictures whenever possible.

To import pictures into Windows Movie Maker:

1. Click **Start**, point to **All Programs**, point to **Accessories**, and then click **Windows Movie Maker**. Movie Maker may be found under the **Entertainment** heading.
2. In the Movie Tasks pane under **Capture Video**, click **Import pictures**.
3. You'll be prompted to import your pictures, so browse to the folder where you keep your photographs. You can select several pictures in a single folder by holding down the Ctrl key and clicking each picture.
4. When you've selected your pictures, click **Import**. If you have pictures in other folders to import, click **Import pictures** again and repeat the process.

Your pictures will appear in the Collections pane of the Movie Maker window. We're actually working with representations of your pictures, so there's no risk of damaging your original images. (If you edit the source file in another program after it is already imported into Windows Movie Maker, the changes that you make to the file automatically appear in Windows Movie Maker and in any Windows Movie Maker projects that include the edited clip or picture. And, if you delete the thumbnail or clip for the file in Windows Movie Maker, the source file still remains unchanged in the original location. To ensure that you can continue to work with a project, avoid renaming, deleting, or moving the original source files. For more information, search Windows Movie Maker Help topics for **source files**.)

Don't worry about the order of the pictures just yet-you'll have the chance to specify their sequence in the slide show later.

Step 3: Add Your Video and Pictures to the Storyboard

When you import clips and pictures, they're added to movie Maker as collections. Collections aren't automatically added to your video, so you should drag your clips and pictures from the Collections box into the storyboard at the bottom of the window. Now is the best time to put them in the correct order, but you can always reorder them later simply by dragging and dropping them on the storyboard.

Step 4: Add Titles and Credits

Once you've added all your clips and pictures to the storyboard and put them in the right order, it's time to add a title. A title is a great way to tell viewers a little about the pictures before the show begins. While you're at it, add Hollywood-style credits (without the Hollywood-style budget)!

To begin, in the Movie Tasks pane, under **Edit Movie**, click **Make titles or credits**. You'll be prompted to choose where to add the title and select a style for the title screen. There's room for creativity here, because a title can be one line of simple text or several pages that fade into the distance. Take some time to explore, and choose a style for the title that sets the mood for your slide show.

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Step 5: Add Creative Transitions

Now that you've added a title and (possibly) credits, you've got all the content you'll need in your movie. You can preview your movie by clicking the **Play** button in the preview window. The transitions between the clips and pictures are a bit abrupt right now and don't stay on screen long enough to get a good look at them. We can fix that by creating new transitions:

1. In the Movie tasks pane, under **Edit Movie**, click **View video transitions**. The Collections pane will become the Video Transitions pane.
2. Drag the video transition to the video transition cell between two pictures on the storyboard.

These transitions are one of the greatest features of the new version of Movie Maker. Take some time to experiment with them—my favorites are the **Fade** and **Wipe** transitions.

Step 6: Adjust the Timeline

Your movie is almost ready. You'll probably want to make the pictures stay on the screen for more than a couple of seconds, however. This is easy to adjust by using the timeline to modify the timing of clips in your project. Your Timeline shows the pictures that you've added and how long they'll each be displayed. The time is displayed as hours:minutes:seconds.hundreths of a second (h:mm:ss.hs).

1. Click **Show Timeline** above the storyboard.
2. To make a picture appear on the screen longer, select the picture, and when the pointer becomes a red arrow, drag the picture's right border to the right.

The individual pictures probably appear too narrow on the timeline, so click the button with a magnifying glass and a plus (+) sign a couple of times to zoom in on your pictures.

Step 7: Add Sound

One of the greatest benefits of using Windows Movie Maker to create a movie is that you can add your own voice-over. If your radio voice isn't so great, you can always dub in an MP3 or other music file by clicking **Import audio or music** on the Movie Tasks pane under **Capture Video** and following the prompts to **Add an audio file** to your slide show.

Once Audio is added, Drag sound files to the story board to go along with your show. By clicking on the sound file in the story board, you can shorten the sound file (or multiple sound files) to fit the length show by dragging the end of the sound file to the left. To fade in or out (mix sound so there are no rough edges) right click on the sound file. You can also adjust the volume of the sound file by right clicking on it if you are using voice and sound to prevent the music from drowning out the voice.

To add your voice to the movie, grab your computer's microphone and select the Timeline view. If you're not already looking at the timeline, click **Show Timeline** above the storyboard. Next, click the timeline where you'd like your voice-over to start. The second button on the toolbar that looks like a microphone is **Narrate Timeline**. Click this button and the screen will switch to show your narration controls, as shown in Figure 2.

The **Input level** control lets you adjust your microphone so you don't sound too loud or too quiet—as you talk, you should see a bar moving. Instead of adjusting your own volume, move the slider up or down so that the bar hovers

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near the middle of the graph. When you're ready to go, click **Start Narration**. Your slide show plays as you talk, so you'll know which picture you're talking over. When you're done, click **Stop Narration** and you'll be prompted to save your recording. The narration you capture is saved as a Windows Media Audio file with a .wma file name extension in the Narration folder under My Videos on your hard disk. Don't worry about this extra file, because Movie Maker has already mixed it into your movie.

You can also adjust the volume of the sound associated with your video clips you imported or remove the sound from them completely. Right click on the audio associated with the movie and adjust or mute the volume.

Step 8: Save and Send Your Video

All that's left to do now is save your video. This may actually be the trickiest step in the process, because you need to choose a format that your audience can view in a reasonable size, and one that doesn't degrade the quality of your images too much. In the Movie Tasks pane under **Finish Movie**, you can choose to save the movie to your computer (the most flexible choice), send it through e-mail, send it to the Web, burn it to a recordable CD, or send it to your digital video camera. The best solution is to save it to your computer. This way the finished video can be used in a variety of ways. It may be burned to a DVD, played back from a computer or compressed to a smaller file to post on the web.

To save to the computer, select the saved to the computer option under **Finish Movie**. You will be prompted to give the movie a name and select a location to save on your hard drive. Once you hit next, you will be prompted for settings which to save your movie. Select **Other Options** and scroll down the jump list and select **High Quality Video (NTSC)** or one of the high Quality Options that will result in 720 x 480 display size. After you make a selection from the jump menu, the display box will tell you the display size and the estimated space it will take on your hard drive. This will result in a DVD Quality Video that you can play back on your computer. Once you hit next, the movie will be saved to your local hard drive.

- Depending on your computer speed and video memory, your machine can take 1 – 5 minutes to render 1 minute of finished video. A 10 minute slide show with music can take 10 minutes – 1 hour or longer to save. So have another cup of java and move on to anything else you need to work on. You may use your computer for other applications while the video is rendered, but applications will be slow and it will take longer for the video to save.

Once your video is rendered, play from your computer or burn to a DVD for play back. If you would like to create a smaller compressed file for the web or other application, just save again and select an option that compresses the video to a smaller file size.