



## You are the producer! / Teachers notes

### Focus

This activity requires students to draw together a range of techniques to produce a promotional video for the MOSI exhibition, Engaging with Communications.

### Objectives

Students will:

- script, capture and edit a promotional video to a given schedule and specification.

### Outcomes

All students will:

- produce a video clip or clips.

Most students will also:

- carefully script the video to match the client requirements, possibly including still images and animation.

Some students will also:

- edit the video for excitement and clarity.

### Equipment

- Worksheet: *You are the producer!* (1 copy per student).
- Access to digital video cameras and suitable computers running editing software.
- A digital whiteboard or projector would be useful to show the finished clips.

The exact file format to save the video clips must be decided in advance and will depend on the mix of computers and software available to use. As a good rule of thumb use Quicktime or any Quicktime-compatible format wherever possible. Quicktime is available free from the Apple website [www.apple.com/quicktime](http://www.apple.com/quicktime).

### Running the activity

This is potentially a technically demanding activity and students must be encouraged not to worry too much about the technical quality of the video. Good ideas which meet the brief are better than a technically perfect clip that is boring or inaccurate.

Capturing video is relatively straightforward with digital cameras and loading onto a computer is also fairly easy. Mixing and editing of video files is more demanding. Apple Macs all come with free editing programmes like iMovie or Quicktime player (the Pro version is useful) loaded. There are a number of programs for Windows machines as well although these may need to be downloaded from the internet.

Ensure students have adequate time to create their videos - and many will certainly be keen to work on these at home. Splitting the activity over a number of lessons may be a useful strategy.