Lesson Exemplar for TLE

Development Team

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I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate an understanding of video editing tools.
B. Performance Standards	The learners create videos with graphics design in a safe and responsible manner
C. Learning Competencies and Objectives	**Learning Competency** The learners will ● Utilize video editing tools with multimedia materials **Learning Objectives** At the end of the lesson, the students are expected to: 1. Explain the different stages involved in the production phase; 2. Differentiate between various types of shots; 3. Demonstrate problem-solving skills during unexpected situations on set. 4. Identify the key elements of post-production. 5. Utilize basic editing software functionalities. 6. Integrate the different key elements in editing videos.
D. Content	**Video Editing** 1. Production Phase (Set-up, types of shots, camera angles, camera movement, lighting, sound) 2. Post-Production Phase (Organizing Footage, Music Background, Lower Thirds, Captioning, Effects, Editing Software)
E. Integration	**SGD 4**: Quality Education ● Digital Creativity

II. LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** The teacher will ask a general question such that: ● All right class, can anyone make a recap of the previous lesson? (Wait for students' responses) ● Make follow-up questions through a quick memory game, the teacher will say a term, and the students will answer in chorus what happens in pre-production elements. ○ Scriptwriting (wait for student responses) ○ Shot Listing (wait for student responses) ○ Talent Scouting (wait for student responses)	The teacher will facilitate the review: possible answers: ● Scriptwriting - write the story and dialogue. ● Shot Listing - plan exactly what shots we need to film. ● Talent Scouting - find the perfect actors for our characters

	○ Securing Equipment (wait for student responses) ● Great job with the pre-production! Now that we have our script and shot list, it's time to bring our plan to life! **2. Feedback (Optional)** Collect feedback from learners about their pre-production experience. Identify common challenges and successes to build on in this lesson.	● Securing Equipment - make sure we have all the cameras, lights and sound equipment ready
B. Establishing Lesson Purpose	**1. Lesson Purpose** In the Production Phase, the students will film all the scenes as planned in pre-production. The class must work together to set-up the shots, direct the actors, and capture all the footage needed. It's like putting all the puzzle pieces together. **2. Unlocking Content Area Vocabulary** ● **Production** is the phase where the actual shooting and recording happens. This is where the story comes alive on screen, one scene at a time. ● **Post-production** is the final stage where all the raw footage, sound recordings, and creative elements come together to be transformed into the polished film. The phase where a film is really made. ● **Setup** refers to the arranging the equipment and environment for filming. ● **Types of Shots** refers to the different framing techniques used in filming (e.g., close-up, medium shot, long shot). ● **Camera Angles** refers to the position of the camera in relation to the subject (e.g., high angle, low angle, eye level). ● **Camera Movement** refers to the motion of the camera during a shot (e.g., pan, tilt, zoom, dolly).	
C. Developing and Deepening Understanding	**SUB-TOPIC 1: PRODUCTION PHASE (Production Set-up, Types of Shots, Camera Angles, Camera Movements, Lighting, and Sound)** **1. Explicitation** **Production Phase** The production phase in filmmaking is the thrilling stage where your meticulously planned script and pre-production efforts transform into raw footage. The Production	Explain the importance of a proper setup in video production.

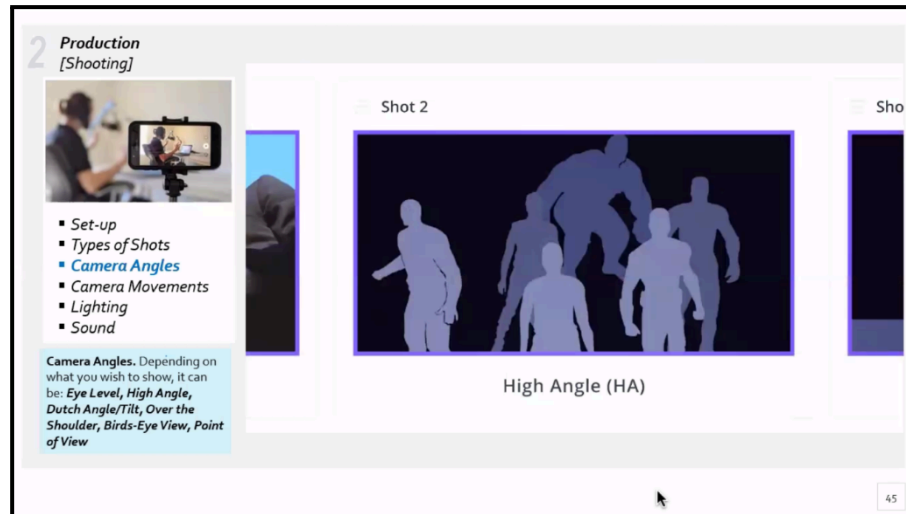| | | stage also known as principal photography is when all the actual shooting and recording happens. This is where the story comes alive on screen, one screen at a time. It is the most exciting part of the filmmaking process. This is when the cameras roll and the footage is captured. | Discuss the different types of shots and their purposes in storytelling. Show examples of various shots and explain how they contribute to the narrative. |

Illustration of the production process (shooting)

Key Elements During Production Phase
1. **Proper setup** involves preparing the shooting environment, actors, props, and equipment before filming begins. This ensures a smooth workflow and minimizes disruptions during filming.
2. **Type of Camera Shots** refers to how much of the subject is framed within the camera. Camera shots determine how much of the environment surrounding the subject is included in the shot. Different shot sizes convey different emotions and information.
3. **Camera Angles** refer to the position of the camera in relation to the subject. Camera Shots and Camera Angle are two distinct tools that filmmakers use to create a visual interest and convey meaning in their films. Camera Shots determine

The teacher facilitates the discussion and may access the video presentation of each item discussed in the topic to better visualize. Use this link to access video explanations:
https://www.studiobinder.com/blog/different-types-of-camera-movements-in-film/#camera-movements-static-shot-definition

how much of the subject and their environment is visible while Camera Angles influence the viewer's perspective and perception of the scene.

4. **Camera Movement.** Understanding the effects of the different types of camera movements in film is essential for every filmmaker to understand. It not only makes them better cinematographer or directors, but better storytellers. Using the right movement that best serves your story will help you make each shot as effective as possible.

5. **Lighting**. Not all types of lighting are created equally. Light comes in a wide variety of forms, packages and sources. All types of lighting fall under one of two categories: natural and artificial.

6. **Sound** effects were used as comic relief or to signify an action happening off-screen. Sound design has become a powerful tool. Sound plays a big role as the visual elements in film. It is a tool to immerse the audience in cinematic experience or bring a fantastical creature to life or ramp up the tension in a scene. Sound effects can impact an audience's emotions just as powerful as an actor's performance, a beautiful shot, or a dramatic scene.

To discuss more in detail about the different key elements during Production Phase, the teacher will download this file through this link.
https://docs.google.com/document/d/1zSmdDhRddJxc1PqL03IjHgeGyZBxQZ8Fo_QqIw1Uscg/edit?usp=sharing

DAY 2
2. Worked Example

With the guidance of the teacher, the students will perform this activity.

Title: Mastering Scene Setup and Filming Techniques
<u>Objective:</u> To practice setting up equipment and capturing different types of shots. To practice using different camera angles, movements, lighting setups, and sound recording techniques.

1. Scenario Provision: Provide a brief scene description for learners to film, including the context and key actions to be captured.

2. Setup: Guide learners through setting up the camera, tripod, and other necessary

equipment such as microphones and lights.

3. Ensure that each group understands the proper setup to achieve high-quality footage and sound.
4. Demonstrate how to capture different types of shots, including close-up, medium shot, and long shot.
5. Explain the purpose of each shot type in storytelling.
6. Have learners practice capturing these shots, ensuring they understand framing and composition.
7. Demonstrate various camera angles such as high angle, low angle, and eye level.
8. Show different camera movements including pan, tilt, zoom, and dolly.
9. Explain how these angles and movements can influence the viewer's perception and add dynamism to the scene.
10. Have learners practice using these angles and movements in their filming.
11. Demonstrate different lighting setups, including three-point lighting and natural lighting.
12. Explain the importance of lighting in enhancing the visual quality and mood of the scene.
13. Have learners practice setting up lights for their scene, experimenting with different lighting techniques.
14. Demonstrate the use of different microphones such as lavaliere, shotgun, and handheld.
15. Explain the importance of clear and high-quality sound in video production.
16. Have learners practice recording sound using different microphones, ensuring they understand proper microphone placement and settings.

3. Lesson Activity
- Refer to Activity No. 1: **Creating a Short Film**

DAY 3
SUB-TOPIC 1: Post-Production Phase (Storage, Picture Editing, Sound Editing, Scoring, Sound Mixing, Visual Effects, Color Grading, Titles and Credits, Distribution, and Trailer)

1. Explicitation

Post-Production

There are so many people or talents involved in Post-Production, and trusting each other matters more in "post" than any other time in the filmmaking process.

Post-production is the final step. Post-production involves EDITING. In Post-production, all tasks associated with cutting raw footage, assembling that footage, adding music, dubbing, sound effects, are just some of the many works. Post-production process is highly collaborative, across a few months to even a year, depending on the size and need of the project.

This is the Post-Production Workflow:
1. ***Provide reliable storage***. Make sure you have reliable storage to house all the footage you spent hours shooting.
2. ***Picture editing.*** The most important of all - picture editing. The first draft of the film is called "Rough Cut", and the final version will be called the "Answer Print", and when the maker is happy with the visuals, they then "Lock the Picture". Then the sound editing can begin.
3. ***Sound editing.*** Once the picture is locked, it is time for sound editing. Assembling the audio tracks of your film, cutting dialogue tracks, removing unwanted noise and even enhancing your movie with sound effects.
4. ***Secure music or scoring.*** It is working with the composer to have an original soundtrack for your film rather than the headache of licensing other people's music. Some would hire a musician to create an original score.
5. ***Sound mixing.*** Now that you have your music, sound effects, and re-recorded dialogue, it is time to start layering each track on top of each other - mixing. Sound mixers will adjust all of the volume levels, eliminate anything too distracting, basically making sure everything sounds just right.
6. ***Visual effects or Adding VFX.*** Visual effects may be achieved through using computer-generated imagery or CGI, to create visuals impossible to capture on set. Example, it is too dangerous to film an explosion in real life so a CGI can do the work.
7. ***Color correction or color grading.*** It may be done before the VFX but sometimes it is done after. As long as the picture is locked, a colorist can go in

and digitally alter the shots. They lighten frames to adjust hues for continuity as well as to reflect the scene tone.

8. ***Titles, credits, and graphics.*** Editors can create title cards, credits and any graphics necessary and add them in the film.
9. ***Gather distribution materials.*** Distribution stage is where your film shall be distributed by advertising your film, campaign image or poster, and many others.
10. ***Make a trailer.*** A trailer can be one-to-two minutes.

2. Worked Example

Title: Comprehensive Video Production and Editing
<u>Objective:</u> To practice organizing video files and performing basic picture and sound editing and practice scoring, sound mixing, adding visual effects, color grading, creating titles and credits, and making a trailer.

Guided Practice
1. Show how to properly store and organize video files using a systematic folder structure.
2. Explain the importance of naming conventions and metadata for easy retrieval.
3. Have learners practice organizing their footage into folders, ensuring they understand the importance of file management.
4. Demonstrate basic picture editing techniques using video editing software (e.g., Adobe Premiere Pro, Final Cut Pro, DaVinci Resolve).
5. Show how to select and arrange shots to create a coherent short narrative.
6. Have learners practice selecting and arranging their shots, focusing on continuity and storytelling.
7. Demonstrate basic sound editing techniques using audio editing software (e.g., Audacity, Adobe Audition).
8. Show how to clean up audio, adjust levels, and synchronize sound with video.
9. Have learners practice editing their audio tracks, ensuring clarity and synchronization with the visual content.
10. Show how to add music to a video and mix different audio tracks to create a balanced soundscape.

	11. Have learners practice scoring their edited sequence with appropriate music and mixing the sound to achieve a professional quality. 12. Demonstrate how to add visual effects and perform color grading using video editing software. 13. Explain the impact of visual effects and color grading on the mood and tone of the video. 14. Have learners practice adding visual effects and grading colors to enhance their edited sequence. 15. Show how to add titles and credits to a video, including choosing fonts, animations, and placement. 16. Have learners practice adding titles and credits to their edited sequence, ensuring readability and aesthetic consistency. 17. Demonstrate how to create a short trailer that highlights key elements of the full video. 18. Explain the importance of pacing, music, and visual highlights in trailer creation. 19. Have learners practice creating a trailer for their video, focusing on engaging and enticing the audience. **DAY 4** **3. Lesson Activity** ● Refer to Activity No. 2: **Video Editing and Finalization**	
D. Making Generalizations	**1. Learners' Takeaways** The student takeaways may vary but here is desired: ● Students will have a well-rounded understanding of the VIDEO EDITING taking into consideration the three important phases of filming, the pre-production phase, production phase, and the post-production phase. The students will appreciate collaborative art form, and realize the need for technical skills in VIDEO EDITING. **2. Reflection on Learning** The teacher may ask any or all of the following questions to elicit reflection on learning:	

	1. Think about the problem-solving aspects of video editing. How did you approach challenges like shaky footage, uneven audio levels, or fitting everything into a specific timeframe? 2. Reflect on the new skills and knowledge you gained through learning video editing. How can you apply these skills in other areas like creating presentations or social media content? 3. How will you use what you learned about video editing in the future?	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION			NOTES TO TEACHERS

A. Evaluating Learning	**1. Formative Assessment**
	 1. Why is the production phase considered as the most exciting stage of filmmaking?
	 Answers may vary but here is desired:
	    • *Because it is where the script and planning come to life. It is the stage where the filming actually happens and the actors bring the story to life visually.*
	 2. What is the primary function of the editing process in post-production?
	    • The editing process assembles the footage from filming into a cohesive sequence, adding transitions, sound effects, and music to tell the story in the most impactful way.
	 3. Explain the importance of sound design in filmmaking and how it contributes to the overall experience.
	    • Sound design is all the sounds you hear in a movie, including sound effects, music and dialogue. It helps a sense of realism, immerse the viewer in the story, and build emotions.
	
	 2. Homework (Optional)		

B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies,
	strategies explored			

	materials used			materials used, the earner engagement and other related stuff.
	learner engagement/ interaction			Teachers may also suggest ways to improve the different activities explored.
	others			

C. Teacher's Reflection	*Reflection guide or prompt can be on:*
	  ▪ <u>principles behind the teaching</u>
	      What principles and beliefs informed my lesson?
	      Why did I teach the lesson the way I did?
	
	  ▪ <u>students</u>
	      What roles did my students play in my lesson?
	      What did my students learn? How did they learn?
	
	  ▪ <u>ways forward</u>
	      What could I have done differently?
	      What can I explore in the next lesson?
				Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.