

CSB/SJU Libraries & Instructional Technology

VIDEO PRODUCTION PLAN

Student Name(s):

Course, Term, & Section:

Professor:

Working Title:

Content and Audience

1. What is the purpose? (Why have you chosen to do this video? Will it show/or explain a situation? Will it tell someone's story? Will it demonstrate something—what? What argument or claim are you hoping at this point to make? [It may shift as you research.]
2. Who is your audience? (Who will see this video? Does your intended audience have prior knowledge of the topic? Might you show it to someone other than your classmates in this course?)
3. Describe the content of your video. (What are the emotions you want to evoke? How will the message be communicated? What do you want the lingering thought to be after viewing?)

Research & Citations

4. What kind of information do you need to include? (Is it going to be factual (statistically or research based) or opinion based? What types of resources will you need to support your point of view?)
5. Where would be an appropriate place to look for information? (Which sources will be most useful to you in delivering your point of view? Libraries? The Internet? Academic publications? Newspapers? Government documents? Video interviews?)
6. How much information do you need? (How many sources of information are you looking for? Do you need to view both sides of the issue?)
7. Does the bibliography contain a sufficient number and range of sources? How will you display them in the final product? Make sure your citations are formatted in the correct style and in a consistent manner. Be sure to cite all sources used. Would someone be able to locate your sources from your citations?

Cinematography and Actors

8. From what point of view will the video be shown? (Who will tell the story? Will it be the central character's point of view? That of someone outside of the action? A subordinate bystander's view of things? A victim's? A perpetrator's? Will you use an impersonal voice-over narrator?)
9. What narrative form will your video take? (Does it have a beginning, middle, end? Will it be presented in chronological order? With flashbacks? With commentary, or without? With sound or without? With text or without? What will the viewer experience, feel, or gain?)
10. Where will your video be set—what place? (Will you need to reserve the space ahead of time? If it's an outdoor location, do you have an alternative indoor location in case of bad weather?)__
11. How many people might be involved on-screen? Will there be a group member, other students or interviewees? Who might these people be?

Production Responsibilities

12. Who in your group will be responsible for which roles in production (editing text, directing camera shots or actors, finding music, scheduling meetings of the group, typing things up, operating cameras, researching, managing other equipment, late-night sessions, etc.)?

VIDEO PRODUCTION LEARNING OUTLINE

1. Resources and Support

- Basic introductions of staff and department
- Overview of assignment with professor with expectations
- iTech website: resources, equipment, labs, studios, support
- Libraries website: resources, support, research, attribution
- Introduction to intellectual property rights, copyright, and permission

2. Planning and Pre-Production

- Phases: pre-production, production, post-production, distribution
- Production and editing team roles, expectations, and responsibilities
- Brainstorming and planning: project treatment, shot list, script, etc.
- Planning production needs: equipment, facilities, interviews, timeline, etc.
- Interview technique and etiquette—scheduling, questions, release forms
- Ethical considerations: privacy, permission, bias, accuracy, accessible content
- Accessibility: subtitles, captions, translations, descriptive audio, etc.

3. Production* (watch tutorial *“Introduction to Video Production Basics”*)

- Focus on the importance of framing, lighting, and sound quality
- Framing: camcorder and smartphone with tripod mount demonstration
- Lighting: natural and room lighting, light panels, and light placement
- Sound: lapel mic and on-board mic demonstration, and mic placement
- Basic aesthetics: rule-of-thirds, head room/nose room, follow the action
- How to import media files to a portable hard drive with Final Cut Pro

4. Post-Production and Editing* (watch tutorial *“Video Editing with Final Cut Pro 10.4 Basics”*)

- Non-linear Video Editing Software (Final Cut, Adobe Premiere, iMovie)
- Saving with a portable hard drive in Creative Lab and Kling Media Lab
- Intro to video assets, resources, and tutorials on portable hard drives
- Final Cut interface: Event Library, Event Browser, Viewer, Timeline, etc.
- Process for collecting, capturing, and organizing media (reminder)
- Editing by layering video and mixing audio (video is cake, audio is soup)
- Editing tools: select, blade, trim, range select, simple transitions
- Inspector basics, Ken Burns effect, color correction, adding a black slate/slug
- Adding text, titles, lower thirds and credits (how to adjust with inspector)
- How to export a finished .MP4 video file to the “Finished Videos” folder

5. Sharing and Distribution

- How to upload, save, and share with OneDrive (**watch tutorial: “OneDrive”*)
- Recommended draft review session with opportunities to make final revisions
- In-class final showing with presentation or reflection from team members
- Recommended opportunities to distribute content on campus student media accounts

SAMPLE

VIDEO PRODUCTION SCRIPT

Title: Benefits of Salad Bowl Gardening (Total Run Time 01:13)

Audio (Narration)	Video	Time
<i>Potentially music</i>	Intro: Colorful background with CSU/Extension graphic and Title	:05
"Planting a salad garden means you can plant once but harvest multiple times. Salad mixes can be planted much closer than other vegetables since they will not be maturing to full-size plants. To have a season long supply of greens stagger plantings to maintain a continuous supply of harvestable leafy greens"	Produce aisle (MS)	:05
	Garden Plot (LS)	:05
	Container gardens (MS)	:05
	3 sizes of plants growing (CU)	:05
"Leafy vegetables can often be cut down almost to ground level and will regrow additional leaves You should be able to enjoy three or more harvests from each planting. Growing your own salads gives you the chance to have fresh, flavorful, leafy vegetables and an opportunity to try interesting varieties. Often, the most colorful greens are higher in nutrients."	Harvesting lettuce (CU)	:10
	10 Stills of salad	:10
"You will be able to harvest your first crop in just a few short weeks. You can use the smaller, tenderer leaves. These microgreens are the mix of choice for gourmet salads. Leafy greens also make a flavorful edition to sandwiches or wraps."	New-ish plants emerging (CU)	:05
	Person eating a wrap (CU)	:03
"Salad bowl gardening doesn't require much effort or space- a deep tray, a few clay pots or a 3x3 foot plot of ground in a sunny location can supply a bunch of salad greens. Growing in containers can help reduce problems with insects, soil borne diseases and poor soil conditions. Plus, your portable garden can be moved in order to catch more sun or shade as needed or to avoid extreme soil conditions"	Various containers (MS)	:05
	Still shot of insects	:05
	Person moving pot from sun to shade (LS)	:05