



Filmmaking

How to... Direct and Edit



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FirstLight

Lesson Objective

For students to be able to direct and edit a film clip.

Success Criteria

All students must be able to understand the role of the director and ensure they carry out the role confidently.

Students should direct a film and then view footage and highlight areas for editing.

Students could direct a film, identify areas of development and edit to improve.

Context

Student's own choice of story context could be used or teachers could provide context from within the First Light or Pop4Schools materials e.g.

Editing

<https://pop4schools.com/resources/films/sound-and-vision/#!/how-to-edit>

Directing

<https://pop4schools.com/resources/films/sound-and-vision/#!/how-to-direct-your-film>

OR

A text or area of study from within school based schemes of work.

Ideas for lessons utilizing Bloom's Taxonomy

Remembering

Can you identify the roles of a director or editor?

Ask students to brainstorm or thought shower the role of the director and editor. Write a list of all the roles to display as a checklist.

OR

Write job descriptions for a director and an editor. Create a job description for a newspaper, magazine, or internet. You could be more specific and relate to a genre such as for a music video or film director or editor.

What is the recipe for a good film clip?

Ask the students to watch the film clip about editing and recall all the elements of a good film. Write a list or make a booklet.

<https://pop4schools.com/resources/films/sound-and-vision/#!/how-to-edit>

STORYBOARD - <https://www.pop4schools.com/resources/films/sound-and-vision/xxxxxxx>

OR

Watch a pre-made film or pop video which has deliberate faults or errors which would need to be edited and ask students to state all the errors and what could be edited.

Understanding

How does using a storyboard support the director?

Ask students to use storyboards, which they could have made previously or one that has been provided, and to add notes or highlight areas where music, lighting, voice-overs, specific actions or props would need to be used.

Can you compare and then explain your reasons why you think a film or video has been successfully edited and directed?

View two contrasting film clips or pop videos and ask students to compare the similarities and differences of how they have been directed and edited. Provide students with a list of areas to consider such as: lighting, props, camera angles, character. They should then explain their reasons for why they think they have been directed or edited successfully.

Applying

From the resources you have been given, can you direct or edit this information?

Ask students to use the resources, which should be prepared in the form of a set of photographs or storyboard and work as a group to dramatise this scene from a film or music video. Students should take on the role of the director and make decisions and edit accordingly. The clip could be filmed to be watched by others or acted out in front of their peers.

What questions would you ask a director or editor about what makes a successful music video or short film?

Hot Seating: Students should take it in turns to take on the role of a director or editor, to answer questions about the role, as well as to be the interviewer, who should pose questions which will support their understanding and application of the role.

OR

Students could write a letter to a famous director or editor whose work they have seen in a clip provided, and ask how they have achieved success and include notes they have taken and ask for advice on how to improve as a director or editor.

OR

Invite a 'famous' director, this could be a real person or somebody in role, to answer questions students have composed based on their understanding of the role.

Evaluating

Can you evaluate a short film or music video?

Ask students to view each other's short film or music video and select a given number of positive remarks linked to their editing and directing skills and then to select one area of development. Students should be reminded of the roles of a successful editor or director. Students could use their notes written from their brainstorming session on the role of director or editor.

Can you justify why a film, or music video clip was successful?

Write an acceptance speech for an award as director or editor of your own film explaining the reasons why it was successful. Include what worked especially well in your clip. Include how as a director everybody played their part.

OR

Create a presentation, which could be done orally, via PowerPoint, or written, to a top recording artist on the reasons why he or she should choose you as their director or editor. Include your skills and what

you would include to make the video successful. NB Consider playing a piece of music or a song without visual stimulus to give pupils some inspiration.

OR

Write a thank you letter to all members of the film crew who helped you to make your film. Name the specific roles involved, and how important their contribution was to the overall success of the finished film. Name one person as the 'backstage hero', who was most instrumental in making the film.

What do you think of this short film or music video?

Students will be asked to view a short film or music video * and to provide critique on the role of the editor or director. Children should write a report, talk about, or review showing understanding of the role. This could be done in a large group where a debate is started and children are invited to agree or disagree with others views and justify their reasoning.

Creating

Can you create your own short film?

Provide students with a short story, script, or storyboard, which they would have to dramatise using expression, body language, or sound effects to bring the story to life, showing awareness of good editing and directing.

OR

Provide students with words for a song and ask them to create a music video to accompany the lyrics. This could be completed in a story board, through drama, or filmed.

Can you create a back drop or props to accompany a story or film clip?

Create a film set, back drop, or props to support the storyboard created previously. Use a variety of resources to bringing characters, objects, story, or feelings to life. This could be done on a large scale for a group to use when acting out their scene, story, or music video or on small scale in a shoe box or builders tray as a model for what they would use as a director or editor.

OR

Activity as above, however the focus is on creating an animated film or series of photos for a given story.

Additional Ideas:

First Light How To written resources – <http://www.firstlightonline.co.uk/how-to/>

Also see 'Director' career role play resource under 'jobs within film industry' section on Pop4Schools site.