



Filmmaking

How to... use a camera, lighting
and audio (sound)



For the promotion and protection
of copyright and creativity

First Light

Lesson Objective

For students to be able to use and fully understand the purpose of lighting, the importance of clear audio and the role of the camera when creating a film.

Success Criteria

All students must be able to use a digital camera or video camera to create a set of stills, film clips, pop video, or a short film.

Students should consider adding a range of lighting and/or sound effects to create tension and mood to allow the viewer a more in depth understanding of the story.

Students could use a range of camera shots and lighting, for example, zoom in, pan out, running with the camera, light on specific area or character and add different sounds, for example, background sounds from within a particular film setting or music setting as well as voices to create different moods, tension and focus on a given subject.

Students could compose and create their own soundtrack to their film.

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

How to light your film

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

How to record audio

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

and

Use a camera

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

OR

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

Ideas for lessons utilizing Bloom's Taxonomy

Remembering

Can you incorporate a range of camera shots and sounds to create different effects and moods?

Ask students to create a simple range of camera shots or video stills, which focus on different characters or objects from a story or event and then present different sounds and the impact of the camera on the subject or object. How does panning out, zooming in, taking a photo from above, running alongside or behind the subject change perspective? What difference does sound or audio make to the tension within a film and different scenes?

Can you create a scene from a movie or story from different perspectives and angles, and identify the impact of each?

Ask the students to create a film scene or still using materials of their choice to show how the subject or object differs when looking down at it, from above or from behind and discuss the impact it has of perspective. Children can create a model of the set.

Which types of lighting, sound (audio) and camera angles evoke the most intense emotions from you?

Ask students to watch a range of video clips and look at photos and then ask them to discuss which evoke the strongest emotions from them.

Why? Ask them to consider the difference between still photos with no sound and the impact of sound on the viewers' emotions and connection with the film. If the photographer or cameraman were trying to make the subject look frightened or inconspicuous, would he zoom in or out? What type of sounds would be used? Natural sounds, voice sounds, newly created sound? Why did the cameraman shoot the subject from below? How did it change your perspective compared to when the subject was shot from above? Why did the film makers use a range of sounds to create tension and evoke a range of feelings?

Understanding

Can you identify the role of a camera operator, lighting technician and composer?

Write a job description for each of the three roles above, listing the responsibilities for each on set and the equipment they might need to use. What would their jobs involve on a daily basis? At which stage of filming would you need each person, for example, when would be best to compose the soundtrack to your film?

When it comes to using music in film, why is it important to ensure you have cleared permissions?

How do you clear permissions to use music made by other people? If students used other people's music, how are they able to use this, how do they clear permissions? If someone wanted to use music you had made in a film, what would you expect them to do to get your permission?

Why do films need a range of angle shots, audio and a variety of lighting?

Show students clips from various music videos and films and consider the impact that different aspects such as lighting, audio, sound, camera angles and zooming in and out develop tension and mood. Consider focus on how lack of lighting or over-exposure evokes a different range of feelings and ambience. Also consider how interesting a film would be if it were shot in the same lighting throughout. Consider these ideas in relation to sound and compare and contrast the impact of sound and lighting on film success.

Why does lighting and sound create different moods?

Show students clips from a range of film clips and photographs. This could be of pop star or current CD covers and ask students to consider how the camera person and filmmaker have created different moods or perceptions.

Applying

How could we ensure a range of camera shots and angles are included in a film, pop video, or range of photographs and understand the purpose of these?

Ask students to create a booklet or guide of different camera angles, shots and camera movements to support others and show the differences. Ask students to consider the effect each shot has on the subject, considering visual and auditory usage and include these viewpoints and information within the booklet or guide.

How does lighting and audio create, change, or impact on a scene or character or subject?

Ask students to construct a scene (for example, a model set) and then use different lighting and/or audio to examine the impact and differences. When the light or sound focuses solely on the subject or specific area of the set compared to the whole scene, how does this change the mood and understanding of a situation and focus?

Evaluation

What are your evaluations of films you have both made and watched, with particular reference to lighting, audio and camera?

Write a film review for a magazine basing it mostly on the use of camera, audio and lighting. Students could design their own review format based on their level of knowledge and understanding.

OR

Justify to a film critic why you have used specific camera angles, shots and movements, natural or man-made sounds, and lighting for specific stills and images in the film or photograph. Present a

three minute presentation to a panel or critic based on your knowledge of camera, audio and lighting.

OR

Write a letter to your head teacher, governing body or education authority explaining the need for funding in schools to purchase cameras, sound equipment and lighting to support the process of filmmaking. Outline the different skills learnt and used and the impact these have had on the film, video or photographs you have produced.

What changes would you make to camera, audio and lighting in this film or photograph to improve viewer engagement and develop deeper emotions and impact?

Prepare a presentation either written or verbal about the changes that you would implement on a given film or set of photographs and outline the reasons why. Use specific vocabulary linked to camera, audio and lighting and persuasive language which would encourage the filmmakers to adapt and change their footage.

Can you explain which film or photographs are most effective?

Ask students to take part in a 'Film Factor' -type show whereby they become the panel and contestants providing assessments of work completed. The panel will give positive feedback and next steps about camera, audio and lighting, and contestants will have the opportunity to justify their choices and explain their reasoning.

Creating

Can you use your knowledge about lighting, audio and camera shots to create a short film for the viewer?

Ask students to create still images or film clips, which include a range of camera shots, and lighting to ensure the viewer is engaged and different emotions are evoked. Students could create an advert for their film, which includes at least three different camera shots or angles and different types of lighting.

Can you adapt and change camera angles or shots, audio and lighting to create different effects?

Ask students to consider the scenes they have created or filmed and adapt the lighting, audio and angle of the camera and consider the impact it has. They should consider which is most effective and why.

OR

Create a short film, advert or pop video where the camera, audio and lighting is used ineffectively to help others understand the importance and impact from a negative perspective. Why is this video footage or photography less interesting or engaging and why?

OR

Formulate a quiz about lighting, audio and camera angles, shots and movements, which tests the other student's knowledge and understanding.

OR

Create a film clip for YouTube or your school website about the effective use of camera movements, angles, shots and use of different styles of audio (sound) and lighting. Include top tips and hints for engaging the viewer.

OR

Imagine that you are part of a new band, who have been asked if a song you composed could be used in a film. Write a letter to the director asking for what you would like in exchange for this permission to be granted.

Also see 'Camera Operator' and 'Composer' career role play resource under 'jobs within film industry' section on Pop4Schools site