

Activity: Becoming aware of the space

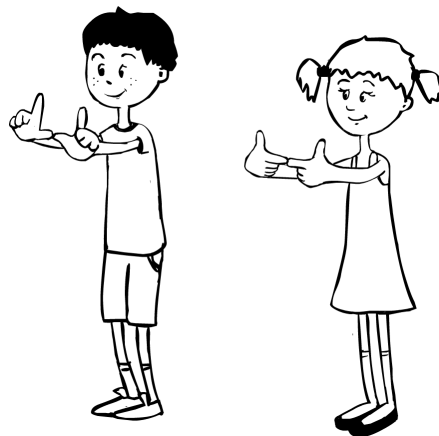
Seeing involves negative space. You must notice the subject but also the space around your subject. Take notice of how the location you are in is set up. Every location has its limitations, in this activity we will explore together how to make the best use of the space you where you have chosen to film. Please make notes on the following questions:

If you are inside:

- What types of things are in the room?
- How many exits are there?
- What is the floor like?
- How high is the ceiling and what is it made of?
- How many windows are there and where are they located?
- Is there a source of electricity that you can use to power your camera?
- Is there a bathroom near by?
- Do you feel crowded, does the room have an occupancy notice?
- Where can you stand to fit the entire room into your view? Is there more than one spot?

If you are outside:

- What type of outside location are you in?
- Is there any source of electricity available to you?
- Is there a bathroom near by?
- Are there any obstacles in the way of your frame?
- Where can you stand to get the entire location in frame? Is there more then one spot?
- Is there a shade cover anywhere in your location?
- What time of day will you be filming?
- What is the typical weather in this area, and what will you do if there is unexpected weather on your shoot date?



Lesson 5 Worksheet

Framing and Test Shoot:

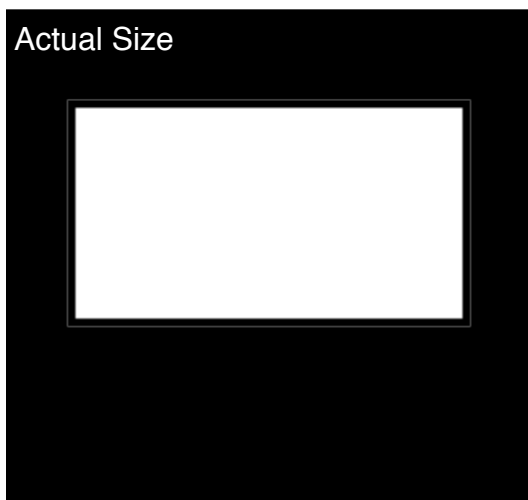
Getting familiar with looking at your topic and its location through a camera will help you and your students better understand the many ways you can document your chosen topic. When framing film and video one has to think about what is inside the frame and outside of the frame. This exercise will help your students begin to practice framing techniques in preparation for your shoot.

Step 1: Trace and cut-out the viewers provided below onto a piece of cardboard.

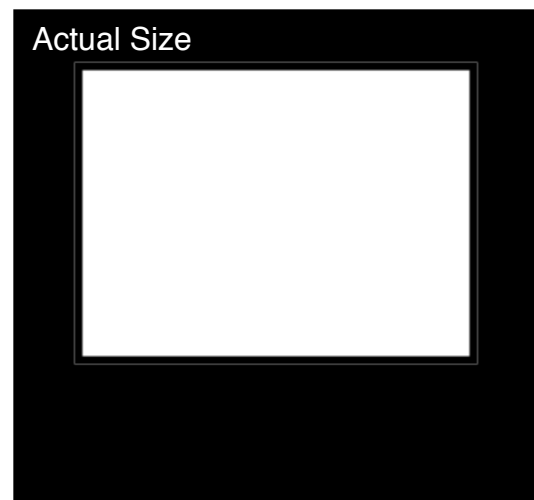
Step 2: Move through the space and practice framing shots in the location.

Step 3: Look at the location from every vantage point. You or your teacher may want to take test shots from different perspectives and decide which points you like the most.

Step 4: Based on these points of view, make a list of where you want to put your camera to get the shots that you need to cover your topic.



16:9 (1.55cm x .85cm)



4:3 (1.55cm x 1.15cm)

Trace these shapes onto a piece of cardboard, and cut out the white center.

Now you have a framing device that you can carry with you to practice framing wherever you go!

Lesson 5 Worksheet

Observing light:

Light is continually moving and shifting. It is important to know and understand the quality of light in the location that you are planning to shoot in.

Questions to answer:

Is your location inside or outside?

Do you have control over the light in the location?

If you are inside, how many sources of light are there?

Windows are a great source of natural light from outside.

Count how many windows are in your space.

Activity:

If you are inside, try turning on or off different sources of light. How does this affect what you can see? Make notes on how this affects your location. Take test shots for each lighting source.

If you are outside take test shots of shade, partial light and of full light areas and compare them. Which

Understanding the sound of your location:

Depending on what topic you are filming, sound may play a very important role in your video. If you are filming a person who is speaking, you need to make sure that the location you are using will provide the proper sound dynamic so that you can hear everything they say.

Have a moment of silence, then write down your answers to these questions about sound:

- Does your space already have sound in it?
- What do you hear in this moment?
- Do you recognize all of the sounds?
- Do you hear any humming or small sounds?
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What you are listening to is the *ambience* of your location. Ambience often identifies a location audibly. If your eyes were closed, would you know where you are? Is this important information to support the story you are telling?

Exercise: If you have headphones and a wireless or shot gun microphone plug them into your camera and listen to your location through them. Now try setting your sound levels on your camera (refer to your manual if necessary).

Answer the following questions about sound:

- Will you be recording people speaking in this location?
- If so do you need a microphone?
- Does your location have any distracting sounds?
- How important is sound to documenting your topic?

Lesson 5 Worksheet

Discussion:

At the end of your location scout have a class discussion that addresses the following questions:

1. What light quality does the space have at the time of day you plan to shoot?
2. Is this light quality acceptable for your shoot?
3. What shots do you need to properly cover your topic? Did you any test shots? If not, do so before you leave the space.
4. Were there any sound interference issues that you noticed while in the location? Will you need another location without these issues?
5. Were there any obstacles that will affect getting any shots you need? If so, is there a way to work around them?
6. Do you need permission to film this space? Can you get permission?
7. Will this location work for the topic you want to document?

Assignment: Based on your notes and test shots from your location scout, create a plan, as a class, for your shoot. The plan should address light, sound and equipment set up; travel to and from the location; how much time you need in the space; what to bring with you; and a shot list of all the necessary shots you need to take your topic.