

Creating a Video

WebQuest Description: This WebQuest will show you how to create a video using Window Live Movie Maker. A video can be used to display information on any topic. Learning how to create a video can enhance creativity and help with learn and retain information.

Grade Level: 9-12

Curriculum: Technology

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Introduction

During middle school student takes pictures of the things that are important to them. When creating a video you want to make the video fun and relating. Create a video takes time and patient. The information on how to build a video can assist students in using pictures that they took during their middle school years from at school, home, etc. To enhance the video students can add their favorite song. Music makes the heart merry. After, creating a video student have the ability and opportunity to upload their video to YouTube. YouTube is the most popular video host in the world. What makes a great video? As a video producer, you have the ability to create a video that can get million of hits on YouTube. All students go over the class rubric to make sure you complete all the steps required for higher order thinking. Click here to view rubric Have Fun!!!

Tasks

In this WebQuest, you will learn how to create a video using music and pictures. Students will watch a video that demonstrate how to build a video. North Carolina Essential Standards Objective (HS.TT.1.3) Students will use appropriate technology tools and other resources to design products to share information with other (e.g. multimedia presentation, Web 2.0 tools, graphics, podcast and audio files.) By the end of this semester, students will be able to: 1. Create a music video 2. Edit video 3. Import pictures and music 4. Define the different between transition, and pan and zoom. 5. Render project to a movie. Make sure you watched the video on how to save/render your project to a movie. 6. Email video to teacher or save on to a flash drive (USB).

Process

Student, please follow all the task to complete a video. You have a week to complete your "All About Me" video that is due before the bell rings. Do not waste time talking or trying to figure out what song you want to use. The song will only last for 58 seconds to 1 minute. Do not get stuck on listen to the music. Your objective is to create the best video about yourself using pictures. Phase 1. Watch the video below to complete your steps on how to create a video with music. 2. Look at the video below on how to upload video to YouTube. All videos will be upload to the class YouTube account. 3. See the video below on how to convert your Window Live Movie Maker project to a movie. 4. Read, re-read and read the rubric again. It will help you complete this project with higher order thinking. Phase 2: Requirement: Every student needs headsets. 1. The video should be no longer than 1:00 minute and no less than 58 seconds. 2. Video should have music added. 3. Video should have transition added to pictures. 4. Video should have Pan and zoom added to pictures. 5. The video should have the title All About Me. 6. The video should have credits at the end, but the word credits must be changed to created by. Also, add music by and give artist name and the title of the song. Phase 3: Emailing your "All About Me" Music Video. 1. Go to your school email and email your final copy of your "All About Me" video to your teacher. 2. If you forgot how to attach a file to your email address, please watch the how-to video below on How to Attaching a file to email address. Phase 4: Job well was done** Now, go over video rubric to make sure you complete all the steps required for higher order thinking. Click here to view rubric Let's see which video gets the most hits. I will inform you when the videos are ready for view on the school YouTube site.

Evaluation

Your video will be evaluated by the criteria listed below. Please make every effort to obtain maximum scores in each category. Have fun creating your "All About Me" video.

Category and Score	Excellent	Good	Below Average	Poor	Score
Video & Sequencing (25 Points)	Student creates a video of photos, showing excellent skill in the use of transitions, pans, and zooms. (18-25 points)	Student creates a video of photos, showing enough skill in the use of transitions. (10-17 points)	Student creates a video of photos, showing some skill in the use of transitions. (9-16 points)	Student creates a video of photos, showing a lack of skill in the use of transitions. (0-8 points)	25
Images (25 Points)	Student shows excellent skills in creating/finding images that relate to the music. (18-25 points)	Student shows good skills in creating/finding images that relate to the music. (10-17 points)	Student shows some skills creating/finding images that relate to the music. (9-16 points)	Student shows some skills creating/finding images that relate to the music. (0-8 points)	25
Content (25 Points)	The project has a clear goal related to a meaningful topic. Information included has been compiled from relevant sources. The movie is useful to an audience beyond the students who created it. (18-25 points)	The project presents information in an accurate manner that can be understood by the intended audience. There is a focus that is maintained throughout the piece. (10-17 points)	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried out consistently. (9-16 points)	Project seems hurried and unfinished (0-8 points)	25
Special Effects, Titles, Credits, & Words Placement (25 Points)	Special effects are used independently and add meaning to the images. Titles, credits, or other word placements add meaning to the images.	Special effects are used independently but add little meaning to the images. Titles, credits, or other word placements add some meaning to the images.	Requires assistance with special effects. Resulting effects add meaning to the images. Titles, credits, or other word placements do not relate to the images.	Requires assistance with special effects. Resulting effects add little meaning to the images. Student uses these features minimally or not at all.	25
				Total Score	100

Conclusion

Congratulations! You have just completed a task of creating your first music video, All About Me. You have learned how to import pictures, songs, add transitions, pans, and zooms to your photos. You also learned how to convert video music to mp3 format while using YouTube convert. The differs from formative evaluation under quizlet in that summative assessments are not typically used to assess the program, but the learner. However, summative evaluation can also be used to assess the effectiveness of learning, efficiency and not cost effectiveness, lastly attitudes and reactions to learning (Morrison et al., 2013). You use computers that have Window Live Movie Maker (MLMM). Before today's WebQuest, how many of you were familiar with Window Live Movie Maker. You have only scratched the surface of creating a video. There are several different software to create a video. I challenge you to research three other video software that you can use to create videos that have more options than WLMM. Please broaden your horizon and create other videos for your family, friends, and teachers to help enhance your abilities. One day you may even decide to become a video editor or producer. As you broaden your knowledge of a video editor or producer, consider the following question: 1. How much money does a producer or editor make? 2. How are movies made you go to see at the movies? 3. What are the requirements to become a video editor or producer?

Teacher Page

Teachers, this Webquest, is about how to create a video using pictures and music. It will take a week to complete this assignment, if you are on a traditional schedule. If your school is on a block schedule, it might take three class periods. I recommend taking a week to accommodate for learning disabilities or differentiation settings.

Specific Instructions: Have students use iPods to save music on computers. It saves time importing the music to videos.

Standards

Curriculum: Technology Grade level: 9-12

1. HS.TT.1.1

Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).

2. HS.TT.1.2

Use appropriate technology tools and other resources to organize information (e.g. online note-taking tools, collaborative wikis).

3. HS.TT.1

Use technology and other resources for assigned tasks.

4. HS.TT.1.3

Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

Credits

I would like to thank Google for all the excellent pictures and Mr. Dukes for examples of video expectation for students evaluation on rubrics.

Other

Videos can help enhance the students learning process. No matter the subject you can have your students create a video to help them learn any subject, as a project.

Reviews

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