



Videography: Telling Stories One Shot at a Time



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Essential Question(s)

How can you use camera shots and editing to tell a story visually?

Summary

In this educator resource, students learn how to tell visual stories through camera work and video editing. Students plan, film, and produce a short video using a variety of shot types and composition techniques. Students then share their edited videos with their peers, provide feedback to each other, and discuss the project as a whole class.

Learning Goals

Attachments

- [3-2-1 Feedback—Videography - Spanish.docx](#)
- [3-2-1 Feedback—Videography.docx](#)
- [3-2-1 Feedback—Videography.pdf](#)
- [Activity Slides—Videography.pptx](#)
- [Shot Types, Scavenger Hunt, and Shot List—Videography - Spanish.docx](#)
- [Shot Types, Scavenger Hunt, and Shot List—Videography.docx](#)
- [Shot Types, Scavenger Hunt, and Shot List—Videography.pdf](#)
- [Storyboard Template—Videography - Spanish.docx](#)
- [Storyboard Template—Videography.docx](#)
- [Storyboard Template—Videography.pdf](#)
- [Video Editing Guide—Videography - Spanish.docx](#)
- [Video Editing Guide—Videography.docx](#)
- [Video Editing Guide—Videography.pdf](#)

Materials

- Activity Slides (attached)
- Shot Types, Scavenger Hunt, and Shot List handout (attached; one per student; print two-sided)
- Storyboard Template handout (attached; one per group)
- Video Editing Guide handout (attached; one per student)
- 3-2-1 Feedback handout (attached; one per student per peer review)
- Cameras
- Tripod
- Editing software

20 minutes

Engage

Use the attached **Activity Slides** to guide this activity. Give each student one copy of the attached **Shot Types, Scavenger Hunt, and Shot List** handout. Display **slide 2** and introduce the lesson. Transition through **slides 3–4** and share the essential question and learning objectives with students.

Display **slide 5**. Briefly explain that filmmakers use a variety of camera shots to tell stories visually, just like writers use words to tell a written story. Tell student that they will become cinematographers and break down a scene to understand how it was built.

Have students select a short clip, approximately 1–3 minutes in length, from one of their favorite school-appropriate movies or TV shows. Have them select a scene from a movie or TV show that they can find online. Allow students a few minutes to select a clip. Inform students that they should then watch the clip twice: The first time as a whole, the second time pausing to analyze each shot and record information in the “Shot List” section of their handouts.

Transition to **slide 6** and engage students in a discussion using the [I Notice, I Wonder](#) instructional strategy. Invite a few students to share out about their clips by responding to the questions on the slide.

Show **slide 7**. Inform students that in order to create a scene, you must first create a shot list. Further expand on the concept of a shot list as necessary, then show students an example of a shot list by navigating to the [shot list from Wonder Woman \(2017\)](#). Select “Custom Lists” from the navigation menu on the left and review the recorded information with students.

Teacher's Note: Example Shot List

Consider drawing students attention to the following shot types recorded under the “Shot Size” column. These shot types will be further explored throughout the activity.

- CU: Close-Up shot
- MS: Medium shot
- WS: Wide shot

50 minutes

Explore

Display **slide 8**. Organize students into small groups of 2–3 depending on the number of cameras available. Give each group one camera. Guide students through the basic camera functions listed on the slide, then allow students approximately 2–3 minutes to explore the controls. Transition to **slide 9**. Allow students another few minutes to complete the tasks listed on the slide.

Show **slide 10**. Let students know that now they will go on a scavenger hunt. Direct their attention to the back of the Shot Types handout, which has a list of seven shot types they must capture around the school. Have students begin their scavenger hunt to collect each shot. Allow approximately 25–30 minutes for students to hunt then have them return to the classroom.

Display **slide 11** and have students upload their scavenger hunt shots to a folder in the shared online space you previously created. Select one or two clips from each group to share with the whole class. Have students evaluate whether or not the captured shot fits the necessary shot type, what went well in the clip, and what did not go well in the clip.

50 minutes

Explain

Display **slide 12** and share the information on shot sequences with students. Transition to **slide 13** and share an example of a five-shot sequence.

Continue through **slides 14–21** to provide further information on the common shot types students used in the last activity. Explain each type of shot, its use, and examples of each. Ask students to provide additional examples or potential uses of each shot, if possible.

Move to **slide 22** and introduce the clip from the 1987 movie *The Princess Bride*, which exemplifies many of the shot types that have been discussed so far. Play the clip, pausing occasionally after each shot to ask students which type of shot was employed and why they think that type of shot was chosen.

Additional Practice

If you would prefer to have students further practice identifying shot types, unhide and display **slide 23**, which includes a clip from the 2001 movie *Spy Kids*. Play the clip, pausing occasionally to have students identify the shot types used.

Display **slide 24** and introduce the basics of *framing* and *composition*. Share the definitions of the terms and make sure that students understand the subtle differences between the two related concepts.

Transition through **slides 25–32** to introduce some guidelines of composition and framing. Use the example images to show students how these different guidelines are used.

Show **slide 33**. Ask students to study the image to determine if they think it is an example of *symmetry* or *balance*. Invite a few students to share their thinking.

Teacher's Note: Student Responses

The image is actually a good example of both symmetry and balance. As students respond, make sure they have a good understanding of the underlying concepts.

50 minutes

Extend

Show **slide 34** and let students know that they will now take a series of shots to tell their own stories. Emphasize that their stories must be told chronologically, all shots must have a purpose, and they must use a combination of ten shots including wide, medium, close-up, cut-in, and cutaway shots.

Distribute the **Storyboard Template** handout and tell students that storyboards are a valuable tool to plan shots before filming. Share that they must fill in a storyboard before they start to shoot scenes. Transition to **slide 35** to show students an example storyboard for an animation. Point out how the storyboard includes what words and graphics will be displayed during each portion of the video.

Share **slides 36–37** with students and introduce the scenarios they may choose from when creating their videos. Organize students into small groups of 3–4. Inform students that they should work with their group members to select a scenario to film. Remind them to use their Storyboard Template handout to create the storyboards for their scenarios. Allow students approximately 25–30 minutes to complete their storyboards.

Once all groups have completed their storyboards, have them begin filming their scenarios. Allow one or two full class period for students to film their scenarios.

120 minutes

Extend 2

Have students reconvene as a whole group and transition to **slide 38**. Give each student one copy of the attached **Video Editing Guide** handout. Consider guiding students, as a whole class, through each step in your preferred editing program, or allow students to try editing independently and provide guidance as they work. Tell students that their finished product must be between 90 seconds and 3 minutes in length and must have a minimum of ten shots including at least one of each type of shot: establishing, wide, medium, close-up, cutaway, cut-in.

Allow students time to edit their videos into a short scene. While students filmed their scenes as a group, they must each edit individually. Allow students one or two class periods to edit their videos, offering help as necessary.

Teacher's Note: Editing Time

Editing even short sequences can be time-consuming. Allot as much class time as possible for students to practice editing and seek external resources. If students need additional tutorials, consider directing them to [YouTube](https://www.youtube.com/), or have them search for guides for their specific editing software.

50 minutes

Evaluate

Teacher's Note: Handout Copies

Students should complete a **3-2-1 Feedback** handout for each video they watch. Prior to class, determine how many videos students will watch in a given class period and make that many copies of the handout for each student.

Have students submit their edited videos to your chosen platform in order to share the videos with the whole class. Navigate to **slide 39** and introduce the [3-2-1](#) instructional strategy. Provide each student with the appropriate number of 3-2-1 Feedback handouts and tell students that they should complete one form for each video, answering each question provided.

Share each video with the whole class, allowing time for them to complete one feedback handout for each. Collect the completed feedback handouts for each video and consider redistributing the feedback forms to the appropriate groups.

After all videos have been shown, display **slide 40**. Lead a class discussion, encouraging students to reflect on the activity using the questions present on the slide.

Research Rationale

Research rational for this resource is provided in the literature review [The Role of After-School Media Clubs in Closing Participation Gaps and Expanding Social Networks](#).

Resources

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