



4.15: Importing Video to iMovie

Prerequisite Skills and Knowledge

- ∞ Students should have experience with a camcorder prior to this lesson.

Time Required

- ∞ Mini-lesson and guided practice: 20 minutes

Materials

- ∞ Computer lab, Teacher Demonstration Computer, LCD projector, access to camcorder, if possible two or three would be best. iMovie program on Macintosh Computer or Windows Movie Maker on PC's.

Intended Learning

- ∞ Students will be able to download recorded video from a camcorder into an iMovie application, and view the video.

District Technology Standards Uses Technology Effectively

- ∞ Devices
- ∞ Downloads video into computer application

Big Ideas from Literacy Guide - Unit 2, Writing

- ∞ Develop specific focus for topic
- ∞ Support topic with facts, details
- ∞ Communicate ideas and information using clear and precise descriptive language
- ∞ Engage listeners with strong lead and conclusion

Mini-Lesson

Connection - preparing students' thinking

Today we are going to use iMovie to present the different points of all of our students in this classroom and record their statements.

In order to save the recording, we will import the video into iMovie.

Teaching - Mini Lesson

With students seated at computers use the LCD projector and teacher demonstration computer to open up either iMovie or Windows Movie Maker.

Tell students that in order to make a movie; we need to

Notes

use the camcorder to record time tracks of video.

Once we have recorded the video, we will use a cable that runs from the camera to our computer to download the video into our program. Students will not do video editing at this basic level, they will just learn how to import and view the video in order to reflect on other student's point of view.

Model how to record one student responding to the question, then stopping the video camera, changing from "Record" to "Import" on the camera and computer settings. Each camera will be different and you will need to change vocabulary as necessary for the model that you have. Once the video footage is transferred show students how to view the footage, increase the speed, or add some effects to the video.

Model how to save the iMovie.

Active Engagement - Guided Practice

Students will be seated at computers, typing their responses to the question. They may open iMovie/Windows Movie Maker when they have printed their response, and explore the application. A small group may work individually with the teacher reading their responses while the teacher records on the camcorder. This group may practice downloading the video and importing on the teacher demonstration computer.

Link

Students will be actively engaged in writing a response to the question posed by the teacher, exploring iMovie or Windows Movie Maker, or downloading the video on the demonstration computer. If more camcorders are available, you can have more groups engaged in downloading and reviewing the video.

Independent Practice

Teacher

- ∞ Record student point of view on the camcorder, and help students download the video into application program. Monitor and insure students are working at computers. After class, teacher may download all footage into student computers, for another class session, to enable them to view all students' responses and use in an iMovie.

Students

Differentiation:

Students who excel can model how to use the video camera and download into a computer application
Students who are struggling or who need individual help can work with a partner or be allowed extra time with hands-on practice

- ∞ Write written response to question, print. Explore iMovie or Windows Movie Maker. Record response on camcorder with teacher and download video into demonstration computer.
- ∞ As students review other student responses they should evaluate their point of view for the question presented and be ready to share ideas at the end of lesson.

Sharing/Closure

- ∞ Come together as a whole group and ask students to review how they would download video from a camcorder into a computer application. You can write the steps on chart paper as they dictate, and then ask for any feedback on the lesson.
- ∞ Have students suggest different ways to group to create their own movies. A possibility would be to have students work in groups if there are enough camcorders to create/download/edit their own videos.
- ∞ Have sharing time to evaluate the opinions voiced on the video. What were reactions when there was a different point of view? Did some students change their responses after viewing how others felt?

Assessment

- ∞ Each student should have a written response they can submit for a daily participation grade. You may want to evaluate students as they open the applications, download the video, and then in another class session, as they create an iMovie individually.