

EDITING

TEACHING NOTES FOR WORKSHEET #7

This activity can be used independently or as part of a series designed to give students the skills and confidence to make their own short film inspired by Shakespeare's plays.

OBJECTIVES

This activity will enable students to gain a basic understanding of the **editing** process.

Through practical exercises, students will have the opportunity to play around with **different ways** of assembling a short sequence of clips.

They will also reflect on how **editing choices** can affect the tone and sense of the story.

Students also have the options to experiment further with the editing process by **shooting** and **editing** a short scene from Shakespeare (attached).

RESOURCES

Students will need a camera to film (e.g., a video camera, smartphone or a tablet). They will also need access to some basic editing software (e.g., Windows Movie Maker or iMovie). Note: If students need help with operating these programs, direct them to an online video tutorial. You will also need a screen and an internet connection to show [the video](#). Students who wish to do the extension will also need copies of the micro scenes from Shakespeare (attached).

BEFORE THE ACTIVITY

Warmer: Ask students to tell you what they understand by the term 'editing'. What does editing mean in relation to filmmaking?

Ask students if they have ever edited film or video footage? What software did they use? What challenges did they face? Ask students if they know of any films that have a director's cut *and* a theatrical cut? (ex. *Blade Runner*, *Apocalypse Now*, *The Star Wars Trilogy*). Director's cuts are often longer and made for 'die hard' fans. For students who have seen both versions, which version do they prefer? Why?

Explain to students that **editing** is a *crucial* job in filmmaking. It is the job of the editor, with guidance from the director, to take the raw footage and create one clear story. Editing influences the tone, feeling and meaning of the film.

Tell students that they are now going to watch a short video featuring film and TV editor Christine Cheung giving tips on how to edit a film to create a clear story. Ask students to note down *at least three* tips mentioned by Christine and share these tips with their partner or group.

Explain to students that they are going to do some exercises to put some of the ideas discussed in the video into practice

ACTIVITY

1. Form students into groups of 4 – 5. Choose one person to be the **camera operator**. Tell students the camera operator is going to **film** each member of the group saying “You!” with any **emotion** they wish. For example, happy, sad, surprised, angry, it’s up to them to choose their emotion.

Tell students that each one must be a separate clip.

2. Next, ask the **camera operator** to film every member of the group having a **reaction**. For example, they might react in fright, laugh, gasp, be outraged, be surprised, again it’s up to them how they react. Remind students that each one should be a separate clip.
3. Now ask students to nominate one person in the group to **label** the clips. Tell them they need to **label** all the “You!” clips with a number from 1 – 5 and Label all the reaction clips with a letter from A – D.
4. Now tell students to **import** *all* the clips into their editing software.
5. Using the software, ask students to **cut together** the clips *in any order*. Make sure students understand that each “You!” clip needs to be followed by a reaction clip.

For example students might order clips: – 1A, 2B, 3C, 4D or any number of orders such as: – 2D, 1C, 4A, 3B

NB: students shouldn’t be concerned about their cuts being neat or perfect, they are just playing at this stage!

6. Once student have decided on their first ordering of clips, ask them to save it as one short video. They should do the same for each new order they create.
7. Now have students watch each short video as a group and discuss the following:
 - What kind of story is being told in each video?
 - Does the story make sense, or is it completely non-sensical?
 - What is the tone of the story? For example, funny, silly, strange, scary, sad, magical?
 - How different are the videos, even though they are the same clips in different orders.
 - Which versions are more interesting to you?
8. **Optional activity: creative writing.**
Ask students to choose one of the videos and brainstorm a possible plotline, i.e., a backstory for the video. For example, perhaps one person is accusing another person of stealing their dog, then a bystander gets involved saying the person being accused is innocent.... and so on.
9. **Optional activity: sound effects.**
Invite students to add sound effects and / or music to the version they prefer. Ask students to observe how the tone of the video can be affected by doing this. Students should think about what kind of sound or music might suit the version they have chosen and what kind of sound or music might change the tone completely.

EXTENSION ACTIVITY

Students who wish to experiment further with shooting and editing can repeat the above process using the micro scene from Shakespeare (attached).

For this activity, they will need two people as actors. Note: Students can work on this as a solo project where they play both characters!

Ask students to think about where they might place the actors – i.e. Will the actors be talking directly to the camera, or will the actors be in profile, one character facing left, and one character facing right, as if they are looking at each other?

Students might also like to think about the pace of their cuts – quick editing can make a conversation seem urgent or dangerous, while lengthier pacing can give the conversation an entirely different tone.

Ask students to **first edit** the scene together **in the order that Shakespeare wrote it**, then play around with different orders, even if they make no sense. Emphasize that the point is to play and see what interests them rather than make a perfect film.

MICRO SCENE 1

Oberon Ill met by moon light proud Titania

Titania What, jealous Oberon? Fairies skip hence
I have foresworn his bed and company.

Oberon Tarry rash wanton! Am not I thy lord?

Titania Then I must be thy lady!

MICRO SCENE 2

Demetrius I love thee not, therefore pursue me not.

Helena You draw me, you hard-hearted adamant.

Demetrius Do I entice you? do I speak you fair?
Or, rather, do I not in plainest truth
Tell you, I do not, nor I cannot love you?

Helena And even for that do I love you the more.

MICRO SCENE 3

Hermia God speed fair Helena! whither away?

Helena Call you me fair? that fair again unsay.
Demetrius loves your fair: O happy fair

Hermia I frown upon him, yet he loves me still.

Helena O that your frowns would teach my smiles such skill!

Hermia The more I hate, the more he follows me.

Helena The more I love, the more he hateth me.

MICRO SCENE 4

Quince Francis Flute, the bellows-mender.

Flute Here, Peter Quince.

Quince Flute, you must take
Thisby
on you.

Flute What is
Thisby? a wandering knight?

Quince It is the lady that Pyramus must love.

Flute Nay, faith, let me not play a woman; I have a beard coming.

ABOUT CHRISTINE CHEUNG

Christine Cheung is a Sydney based Film and Television Editor. Growing up with a love of animation, MGM musicals, Alfred Hitchcock, and the television series 'Bill Collin's Golden Years of Hollywood'. She began her film career as an assistant editor on the films *Happy Feet*, *Australia*, *Animal Kingdom*, *The Great Gatsby* and *The Water Diviner*. She has cut the shorts *Red Rover* (SFF), *Shiloh* (MIFF), *Chicken* (BFI), *First Day* for ABC International Day of the Girl, the Presto web series *Let's Talk About* (Season 2), and *Woes* for ABC/Fresh Blood. She has co-edited the independent films *Zelos* and edited *The Greenhouse*, and the genre film *Nekrotronic*.

Two of her most recent projects ABC children's series *First Day* and the short film *Chicken* were nominated for AACTA awards 2020. *First Day* was also the recipient of the Rose d'Or Award for best Children and Youth Series, and First Prize in the Live Action Television category at the Chicago International Film Festival. *The Greenhouse* is currently screening at Queerscreen - Mardi Gras Film Festival 2021 and will make its international premiere in the BFI Flare program. *The Greenhouse* won the audience choice award at the Mardi Gras Film Festival 2021.