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Critical Connections:

Multilingual Digital Storytelling Project

Professor Vicky Macleroy, Dr Jim Anderson, Dr Yu-Chiao Chung, Dr Judith Rifeser

Workshop 6: Post-Production (editing and subtitling)

@CriticalConnections_2023

@Herz-Jesu Institut Mühlbach, Italy.

# Post-Production: Editing Suite

Consider for a 3 – 5 minute film:

a) Scenes to keep
b) Scenes to cut
c) Shot order - sequence
d) Adjust clip length
e) Length of film
f) Sound: voice(s), voice-over etc.
g) Sound: music
h) Special effects
i) Subtitles
j) Titles and credits

Ensure that the music you choose does not infringe any copyright laws.

Royalty Free Music:
https://www.bensound.com/

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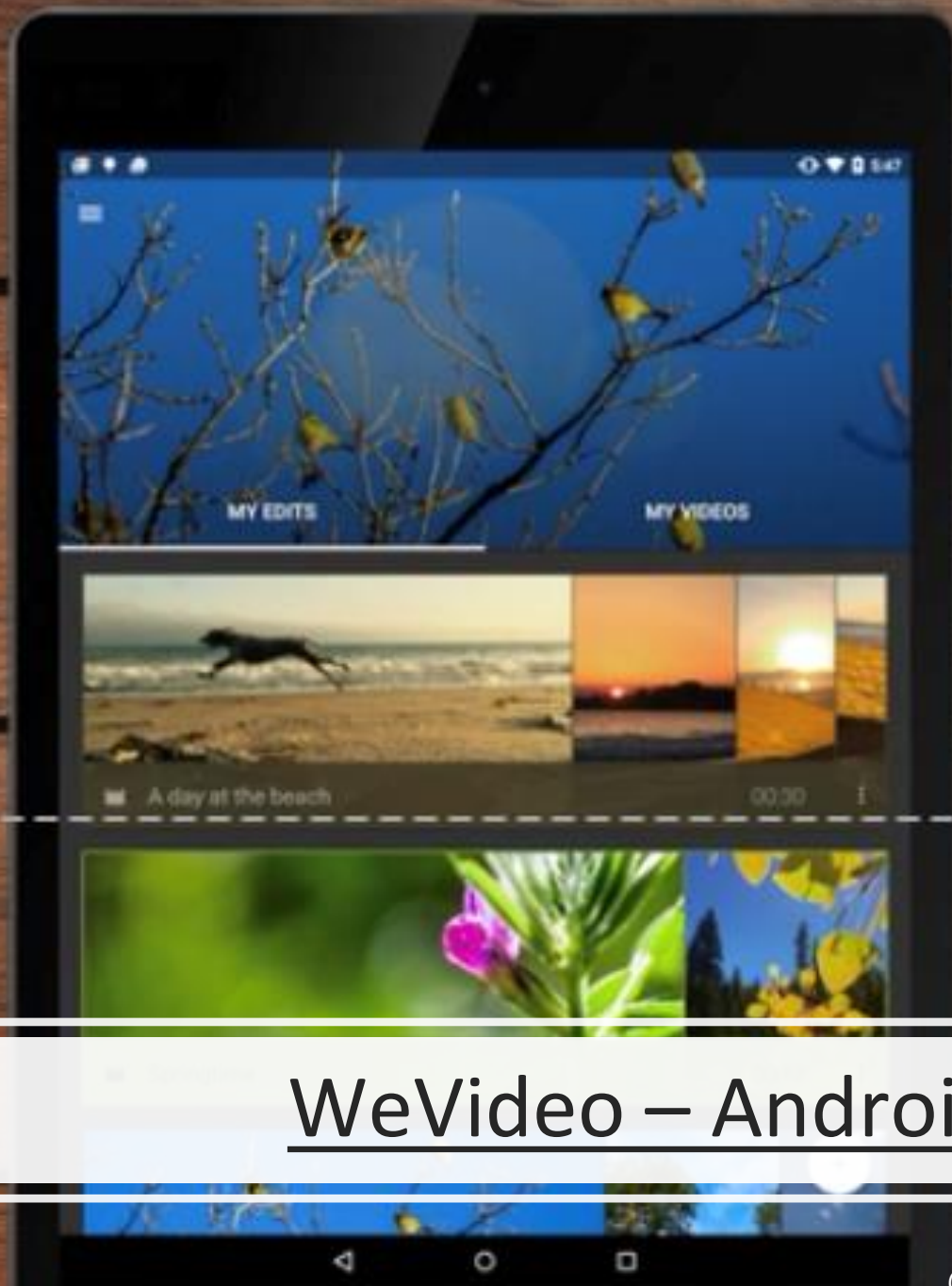
- Capture video
- Create sequence
- Adjust clip length
- Add music
- Add text
- Record narration
- Finish and share!

WeVideo – Android (or IMovie for Mac Users)

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Post-Production: Using Windows 10 Video Editor

Open Windows 10 Video Editor on your computer.

Start a new video project.

- Click on your new video project and name it.
- In your video project library click on add media to get started (add videos, photographs and pictures from your memory stick).
- Go to storyline and click on add a title card.
- Right click and edit title card. Remember to press 'Done' after each step. You can also preview.
- Drag video footage from the project library down to the storyline for editing.
- Edit video footage on the storyline – trim video and/or split video.
- Drag a photograph/picture from the project library down to the storyline for editing.
- Edit the photograph on the storyline – duration and/or resize.

Continued on next slide …

Using Windows 10 Video Editor - continued

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- Add subtitles to individual clips on the storyline.
- Add other effects to clips on the storyline – filters and/or motion.
- Add music to clips – background music from Video Editor.
- Add voiceover/own music – select from folder on memory stick.
- Add 3D effects – move effects around the image.
- Finish film – save as High 1080p video quality
- Export your film
- Save your film with film title on your memory stick.

Use this **Video Editor Tutorial** for additional support: https://youtu.be/edKDxJ7C8HE

Post-Production: IMov for iPad

Create a Movie Project

- Import video clips and photos
- Arrange video clips and photos on the timeline
- Trim a video clip or photo (change duration on the screen, remove unwanted sections)
- Remove a clip / photo from the project
- Adjust the movement of photos (zoom in / out) and speed of video clips
- Apply filters – cinematic touch (black &white, change colour)
- Insert and arrange audio clips
- Record voiceover directly into the project
- Add music and sound effects
- Adjust audio (volume)
- Add subtitles/translation and credits
- Upload your film into a shared folder

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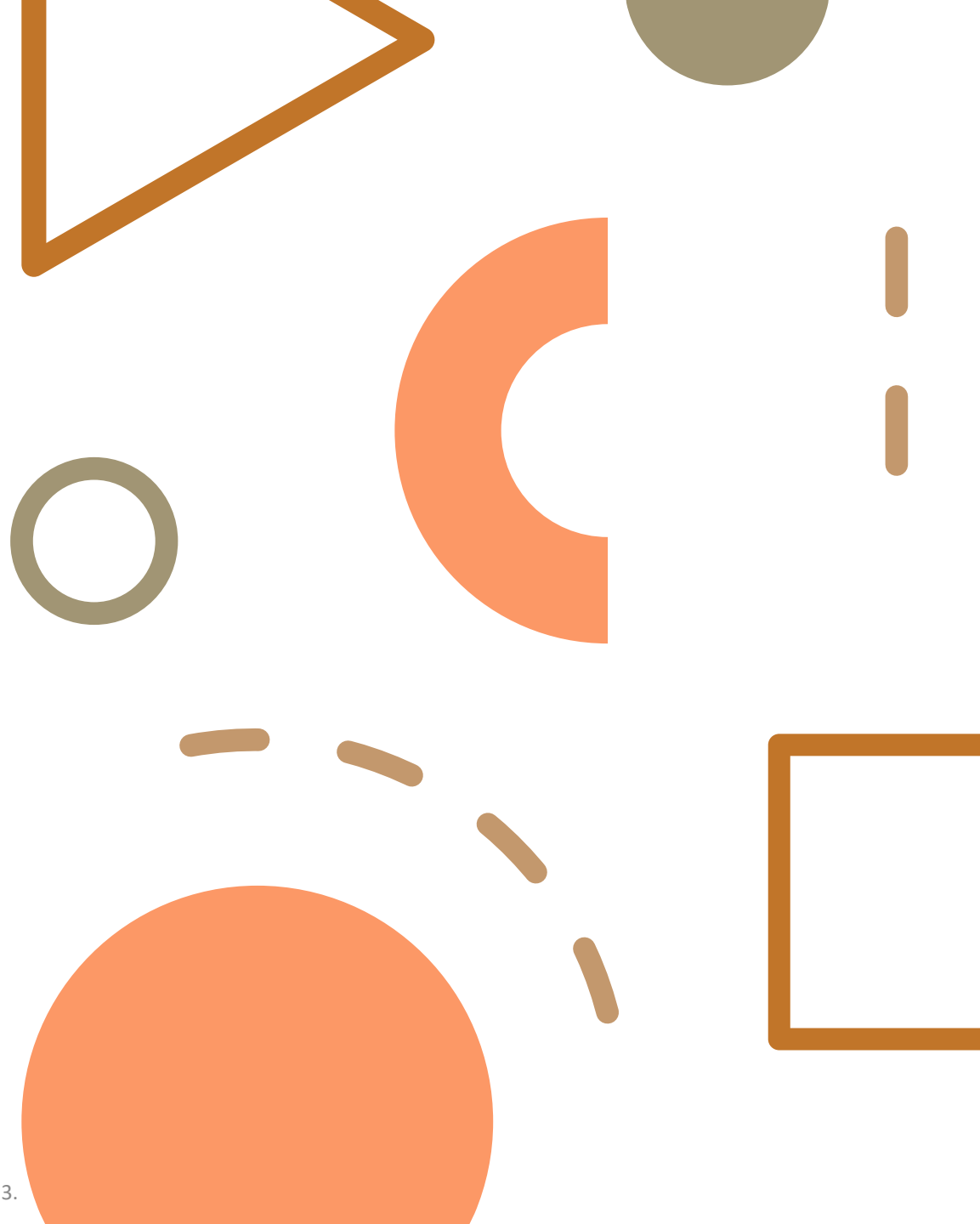
Post-Production: Subtitling

Discuss:

- What are subtitles?
- Have you ever watched a film with subtitles?
- Why are they useful?

Here you can find out more about how to do subtitles well to create a more inclusive film. There are a few different exercises that will help you understand more about the art of subtitling.

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Post-Production: Subtitling

Elfi Troi (Herz-Jesu Institut, Italy) comments that translating and subtitling is a quite challenging job to do. In her experience it is not her students' most favourite part of the filmmaking process. They even try to avoid subtitles and therefore choose English as their main language which is a pity because the other languages don't get a chance to be involved.

In my view, it is really important to think about the text included in the film beforehand (storyboard) and to bear in mind that the subtitles need to follow certain rules to make the film accessible. In my pupils' feedback on the films they watched, they often mentioned that subtitles in the films were too small, too fast and sometimes even annoying.

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Post-Production: Subtitling

You could develop a subtitling activity similar to the example created at the Croatian Supplementary School, UK.

Subtitling activity:

We will continue to develop our editing skills. We will use a short instructional video – how to make a porridge – and add narration and subtitles. Timing has to be perfect!

See Workshop 6 Progress Map Resource (step 9).

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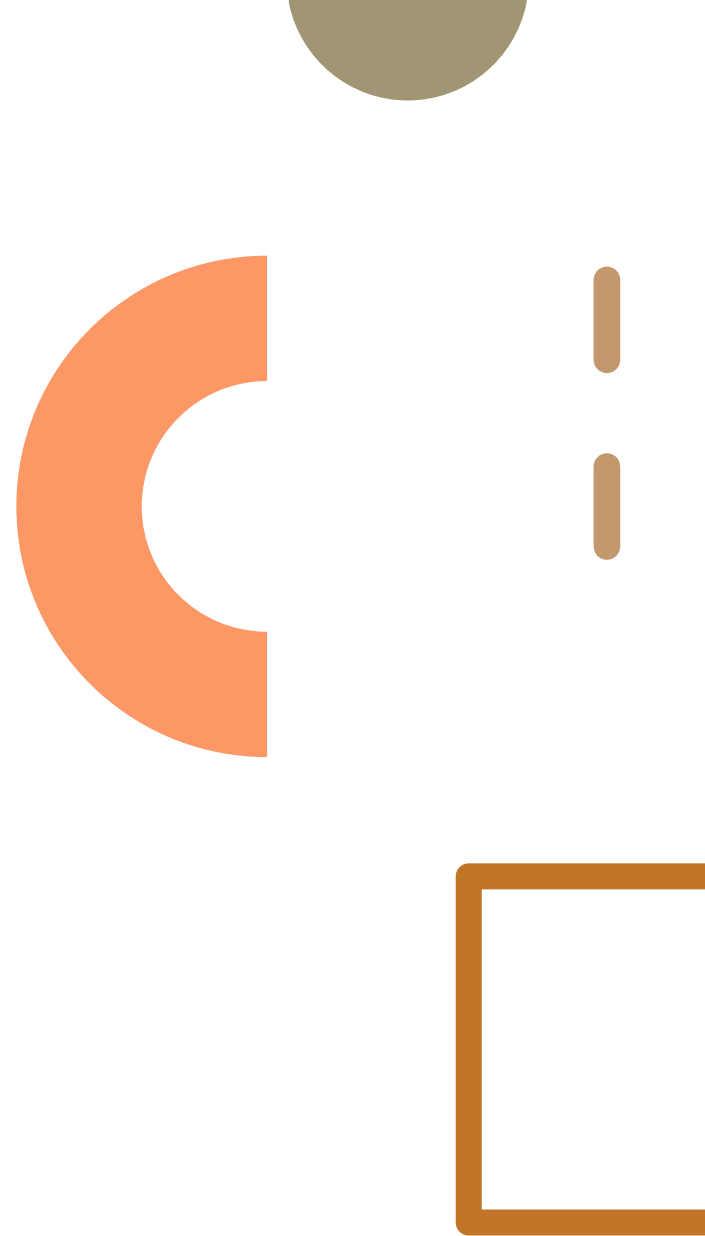
Post-Production: Voice-over and/or music

How students develop music skills in filmmaking:

- participants identified how music can be used descriptively to represent different animal characteristics as well as different situations in the story.

- they explored and explained their own ideas and feelings about music using movement, body sounds and small percussion instruments.

- Through signing games (building process) they became familiar with musical characteristics such as pulse and rhythmical patterns.

- They became familiar with the musical term leitmotif and with its function in music.

This analysis was composed by Chryso Charalambous (theatre educator) with the collaboration of Maria Yerosimou (music educator)

(Critical Connections Handbook for Teachers, p. 75)

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Post-Production: Peer review and group reflections

Peer review and assessment is a key part of the creative process in developing successful multilingual digital stories. During the project, students develop their own assessment criteria which makes assessment more transparent for students and more memorable. This process helps students to build critical judgment and take on board the critique of others.

Students document the filmmaking process through photographs; interviews and quotes; and creating posters to share their ideas with other project schools.

See ISL poster as an example.

Critical Connections II: "Kötődés" "Pertencer"

László: "The making is just a process, but the ideas are much harder."

Juan: "Making the robots move and everything that goes into it was enjoyable. "

Bálint: "The hardest part was making the robots stand, they just kept falling."

Matthias: "Working among people you usually don't co-operate with was hard but also fun."

Ivan: "From the beginning, I thought we would never be able to film much, as we are all so different, however we persisted with the help of our teachers and got to an end product."

Post-Production: Troubleshooting

'When I started making the film, I thought it was going to be easy by putting a bunch of pictures together, however, I had multiple challenges while making this film such as finding the right music and fitting the film in the time frame with just pictures. However, my biggest challenge was recording my voice. This was when I needed some help because there were some words I didn't know the translation to and whether or not they made sense … I also managed to improve my Croatian and become more confident in speaking.'

Student, Croatian Supplementary School, UK

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Post-Production: Documenting the filmmaking process (1)

The Making of Stribor's Forest

This Croatian-English shadow puppet film tells a story about a young man who goes to Stribor's Forest to chop some wood, where he mysteriously meets a snake who suddenly turns into a beautiful girl. He takes her home to meet his mother. From that day the mother's life becomes unfair, and lives change.

https://vimeo.com/189141902

Making of The B.A.D. Robot Film

B.A.D. Reflections

A documentation of the film making process of 'B.A.D. Robot' trilingual Portuguese, Hungarian & English film from the Goldsmiths digital storytelling project with some reflections.

Teachers: Marc Smith (Art Teacher) & Mirela Dumic (Languages Teacher)

https://www.youtube.com/watch?v=UmGyi_TDaR4

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