

How to Tell a Good Digital Storytelling By Means of Video Editing?

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Overview

- ❑ **Generative Topic:** How to Tell a Good Digital Storytelling by Means of Video Editing?
- ❑ **Audience:** 12th grade students
- ❑ **Subject:** Visual Arts
- ❑ **Inquiries:**
 - ❑ What are some techniques used in video editing?
 - ❑ How does video editing contribute to communicating a good story?
 - ❑ How does video editing make Visual Arts more impactful?

Understanding Goals

❑ Concept

Identify *continuity* editing and *montage* (discontinuity) editing

❑ Role of Video Editing

Understand how and why these techniques are employed to tell a visual story

Identify Terminology

During the process,

- Students would be asked to watch two clips (continuity editing vs. discontinuity editing), and write down their answers to the questions
- Breaking down into small groups to discuss each of their responses
- Providing the official definition of continuity editing and discontinuity editing

Scaffolding via Collaboration

During the process,

- Students will review two to three short films as a group and look for the use of continuity editing or montage editing in the films
- Answering questions distributed by lecturers and share their thoughts to class
- Receive critiques from classmates and refresh their choices

Practice Makes Perfect

During the process,

- Students create and shoot a scenario (under ten shots) and use continuity editing methods to edit the scenario
- Students create and shoot a scenario about the same topic and use discontinuity editing to edit
- Compare and contrast

Performances of Understanding (1)

➤ Identify Two Approaches to Film Editing

- **Continuity editing:**
 - Video Clip: <https://www.youtube.com/watch?v=W1sHcmA9Gas>
- **Discontinuity editing (Montage):**
 - Video Clip: <https://www.youtube.com/watch?v=-VsITn3irSo>

Write down their responses to the following question:

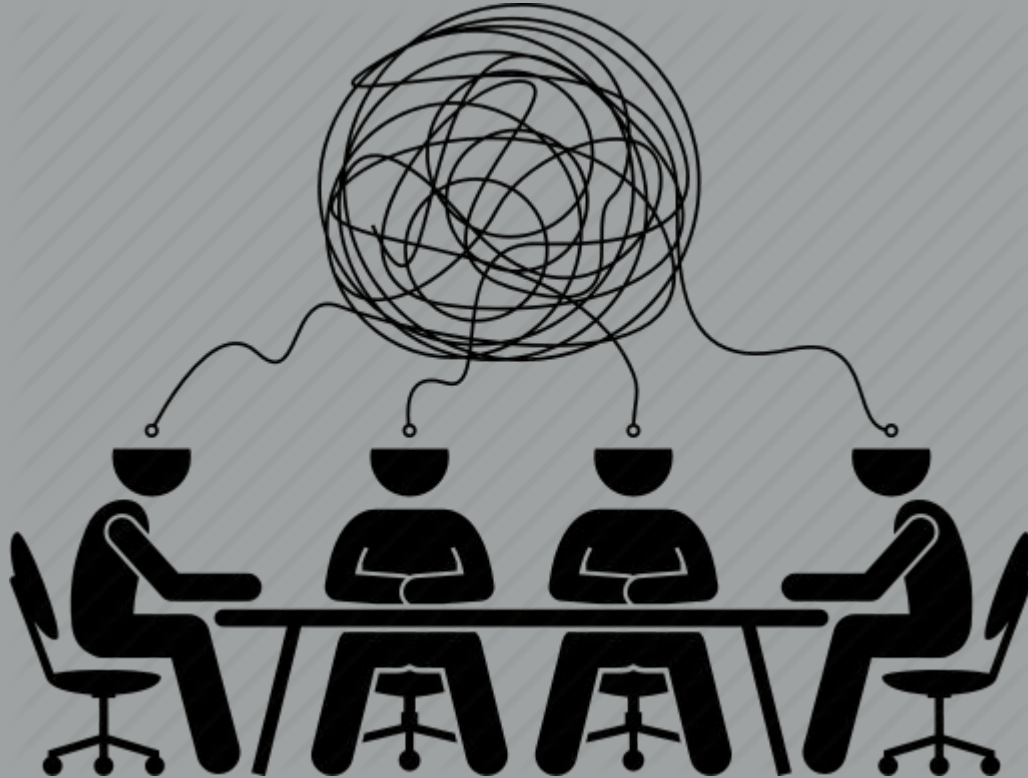
Write down their responses to the following question:

1. How did the two clips move the audience from place to place? Was it smooth or jarring?
2. How did the two clips show the passage of time? Did it seem to be real time, or was time condensed or shortened?
3. List characteristics of the two types of editing.



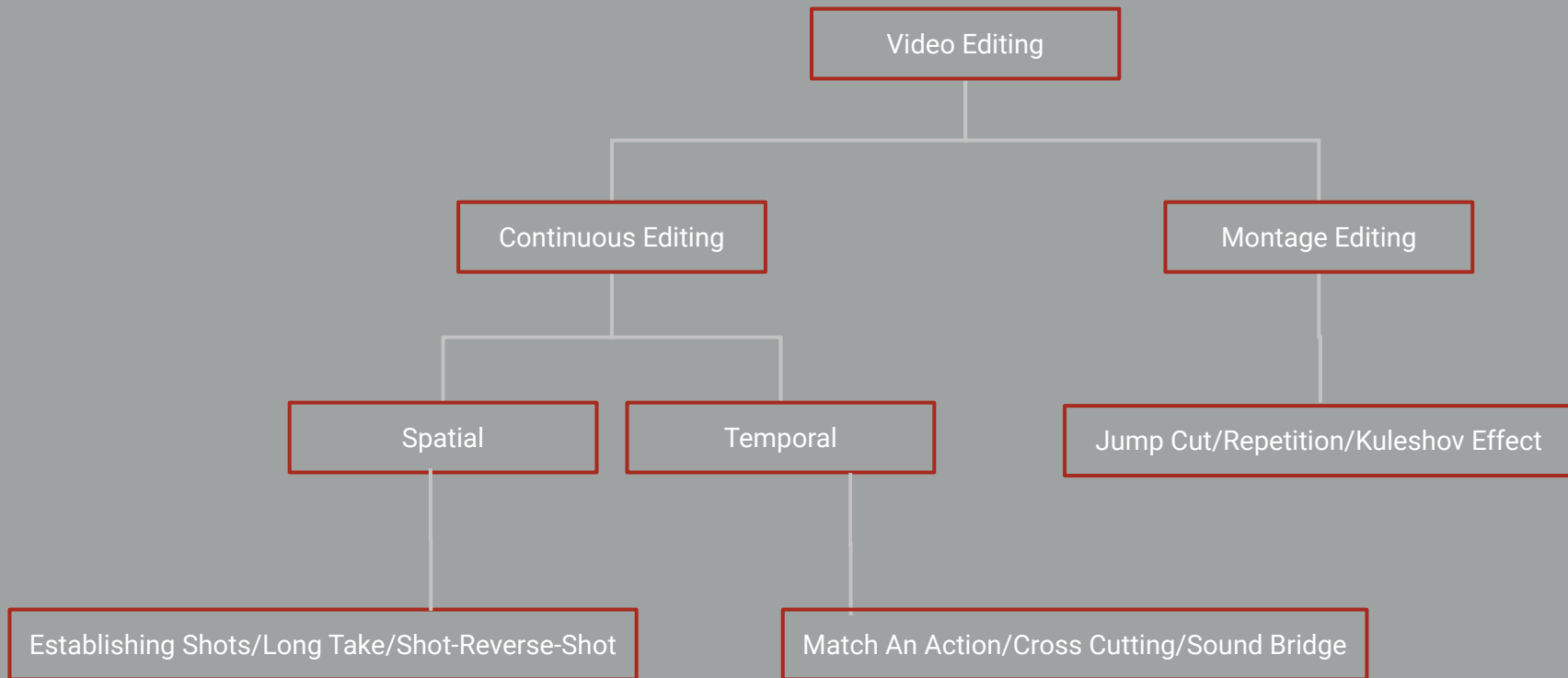
Performances of Understanding (1)

➤ Identity Two Approaches to Film Editing



Performances of Understanding (1)

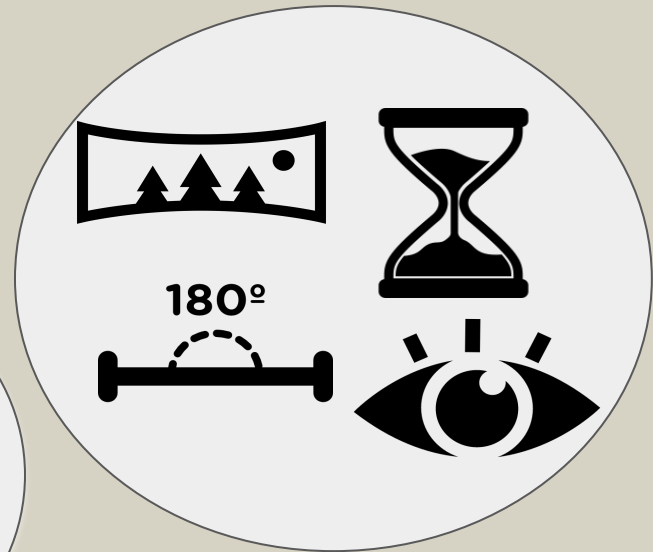
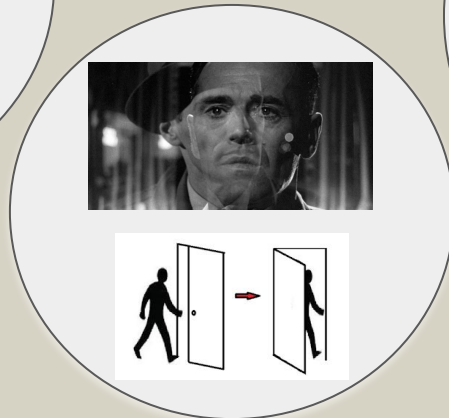
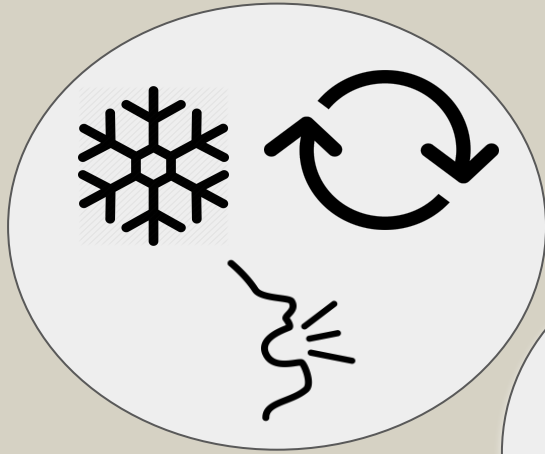
➤ Identity Glossaries in Continuous and Montage Editing



Performances of Understanding (2-1)

➤ Students will watch another 2 movies and compose an analysis

- **Casablanca Clip:** <https://www.youtube.com/watch?v=Yt1vQ81jNWw>
- **Goodfellas Clip:** <https://www.youtube.com/watch?v=1Z6MJIjCJ20>



Performances of Understanding (2-2)

- In the analysis, students will answer...
- What *techniques* did you find?
 - Why did you choose this scene as a good example of the continuous editing?
 - How the scene might be different if it was edited in the *opposite style*?
 - Do you feel the editing *helps* communicate the story? Explain
 - Would you have done the scenes *differently* if you were the film editor?



Group One

Date: 12/18/2019

Movie I

- Continuous
 - Temporal or Spatial

What techniques did you find?
I.e. Jump cut / Nondiegetic Insert / Repetition of Shots / Freeze Frames
Why did you choose this scene as a good example of the continuous editing?
Do you feel the editing helps communicate the story? Explain
How the scene might be different if it was edited in the opposite style?
Would you have done the scenes differently if you were the film editor?

- Montage

Performances of Understanding (3)

- Divide into groups.
- Create a simple scenario that can be shot under ten shots in the classroom using continuity editing techniques
- Same scenario, shoot with discontinuity techniques
- Compare and contrast
- Support materials
 - Video planning worksheet
 - Compare and contrast questions



Performances of Understanding (3-1)

Edit Planner/Organizer

Fill in one organizer for each scenario you shoot. Give a brief (one paragraph) description of the story you'd like to tell.

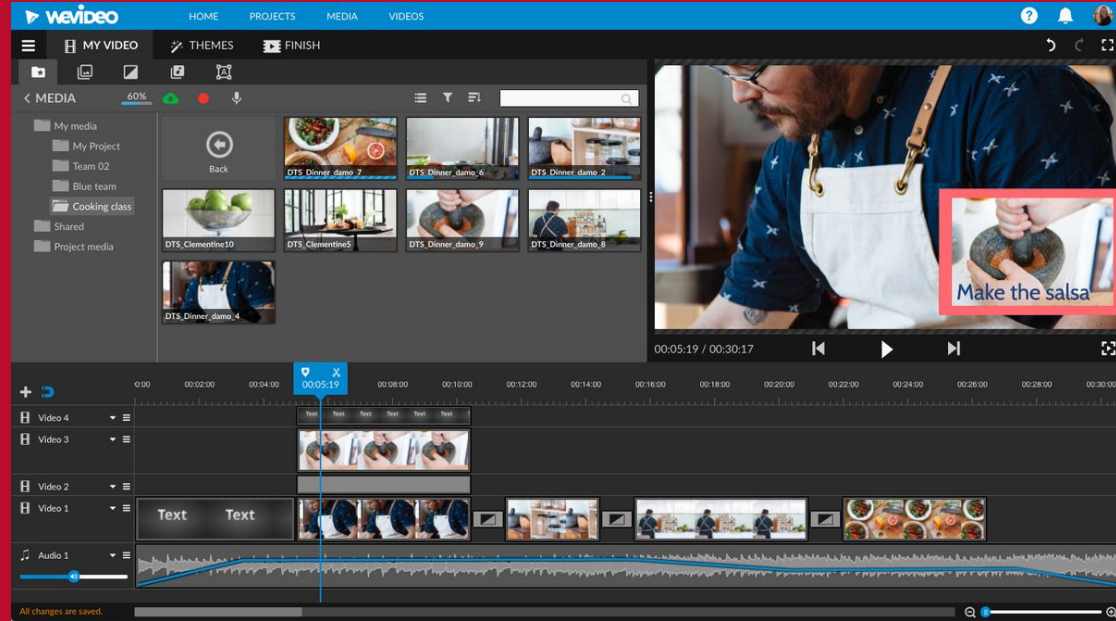
Shot #	What shot is communicating	Brief description	Editing technique used	Reason for choosing the technique
1	A had a secret crush on B	A look at B closely with a little blush on his face	180-degree rule shot	180-degree rule shot shows the facial expression of both actors, create a contrast of their different emotions
2				
3				
4				
5				
6				



Performances of Understanding (3-2)

Editing Tool: WeVideo

- Remote collaborations
- Free online tutorials
- Minimal hardware requirement
- Easy to learn and operate
- Easy to share
- Teacher access
- Cloud-based



Performances of Understanding (3-3)

Compare and Contrast

- During the editing activity, what differences of shooting and editing choices did you notice between the two editing techniques?
- Which shooting process do you think is harder, and why?
- Which technique do you think tells a stronger story, and why?
- Use available shots and cuts, create a short video with both techniques.
- Share the last editing with your classmates. Explain to them why you made these editing choices.
- Provide feedbacks about how to improve the editing to your classmates product.



Thank you for watching!

References

- <https://www.slideshare.net/MatthewHartman/editing-continuity-and-discontinuity>
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- <https://www.thirteen.org/edonline/lessons/editing/b.html>
- https://www.oscars.org/sites/oscars/files/complet_film_editing_activities_guide.pdf
- https://www.iconfinder.com/icons/2880203/brainstorm_brainstorming_business_executive_idea_meeting_working_icon
- <http://blogs.iac.gatech.edu/film2018/tag/continuity-editing/>
- <https://youtu.be/BbwFXngs9Lw>
- <https://www.youtube.com/watch?v=1Z6MJIjCJ20>
- <https://thescriptlab.com/features/the-lists/800-top-10-best-of-film-montages/9/>