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# Lights, Camera, Action: The Production Process

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# Lights, Camera, Action: The Production Process

## Presentation by Isabella Diecidue

### Pre-Production

The pre-production phase includes:

- \* Planning
- \* Script Writing
- \* Creating a Shooting Schedule
- \* Concept Development
- \* Choosing Talent
- \* Budgeting



**BullsEye Club and Casino – Capstone**

For this video we were assigned to create and edit a commercial to be used during our 30-minute news segment final. I knew I wanted it to be a silent commercial about a fictional company or product. To get ideas, I looked at different commercials to see what elements they used. Once I developed a concept I mapped out the specific **shots** and contacted someone about being the **talent**. We scheduled a time to **shoot** and filmed the commercial in a day.

While it is not the most glamorous part of the process, pre-production might be the most important stage. This stage is all about planning and figuring out what you need in order to create your video. If I had not planned well or knew what **shots** I wanted, most likely I would have had to **reshoot** most of the footage. Developing a clear concept is also extremely important. If the concept is not clear, your audience will be confused and not understand it.



**Green Room Infomercial – Fundamentals of Digital Video Production**

This video was the first commercial I created. Pre-production took the longest because my group needed to come up with a concept and for a commercial. We decided to make one for the Green Room because not many people knew about it at the time.

### Production

The production phase includes:

- \* Filming
- \* Recording



**The Race Experience Kiosk – Individual Investigation**

For this video I met with my contacts at the Office of Communications and they explained the video concept: record students using the “Race Experience Kiosk” and then ask them about their reactions. I decided to film for two days, so I would have enough time to edit before the deadline and I used students from Lens Flare to help me. I set up my equipment next to the kiosk and waited for students to use it. For the students who chose to participate, I filmed them using the kiosk, that way I would have **b-roll**. For the interviews, I asked them about their experience with the kiosk along with other questions relevant to the video. In order for the video to remain under 2 minutes, I was only able to include about 5 interviews.

This part of the production process is always the most fun, but can also be the most stressful. I almost didn't have enough **talent** for the video and I had to turn away one student due to a faulty microphone. Also not all the students were going to be used in the final video. It is very important to let the **talent** know that they might not be used in the end product. In the end I had a great time filming this project and I learned a lot.



**Farmers Market News Segment – Intermediate Digital Video Production**

For this video, my class was assigned to film and edit a news segment about a local Farmers Market. I spent my time getting footage of everything at the market, that way I would have enough to work with. We also needed a **shot** of us on camera so I had someone film me walking towards the camera.

### Post-Production

The post-production phase includes:

- \* Editing
- \* Voice Overs
- \* Dubbing
- \* Selecting Music
- \* Rendering



**College Me Meets Future Me - Intermediate Digital Multimedia Production**

For this video, the class was assigned to use the green screen in any way. I wanted to have a short story that would look like I was talking to myself. After **shooting** during class I was ready to edit. This was not my first time editing with a green screen, but it was the first time I was editing with two videos playing on the screen at the same time. One of the hardest parts was editing the footage so that each person was not talking over each other. I cut up the footage and slowed down or sped it up so that each line would be said at the right time. Another challenge was making sure that the green screen did not show through when the people were moving. I managed to get it edited in just two days.

The post-production process is where everything comes together. Enough time must be set aside to edit that way you can meet the deadline. I set aside a week to edit this video because I thought that it would take me a very long time to get the hang of the new editing techniques. I managed to finish it much earlier than expected.



**Crusader Mascot History – Intermediate Digital Video Production**

My class helped film this video for the University. Post-Production took the longest because we were assigned to add in the background images and to place the graphics in at the right time. We also had to go through and edit three separate parts to the video and then place them in order. I worked on this video for three class periods and extra time outside of class.

Including outside class projects I have created **18 videos** during my time at Susquehanna University.

- 3 Sophomore Year
- 5 Junior Year
- 10 Senior Year

### Production Terms:

- \* POV = Point of View
- \* B-Roll = Extra footage used in a video
- \* Key Light = Main Light
- \* Talent = Person(s) On Screen
- \* SOT = Sound On Tape
- \* ADR = Automatic Dialog Replacement
- \* NLE = Nonlinear Editing
- \* Master = Finished Edited File
- \* Lens Flare = Excessive Light in a Picture
- \* Talent = Person(s) On Screen
- \* Shoot/Shooting = Filming or Taking Photos