

Luke Meeken

4th-8th grade plan – Green Screen with Matte Painted Backgrounds

Plan, Powerpoints other resources available at:

<http://gildedgreen.com/labyrinth/portfolio/greenscreen.html>

iMovie green screen video tutorial at:

<http://gildedgreen.com/labyrinth/greenscreen.html>



- I. **Topic**
 - a. 'Big Idea' – Setting
 - b. Concept Statement – Using matte painting, a real, 3-D person can inhabit an unreal, 2-D space.
- II. **Objectives / Expected Learner Outcomes**
 - a. **Affective** – Students will be able to identify creative freedoms afforded to video projects through matte painting, and articulate different ways a setting could be impossible or unreal.
 - b. **Cognitive** – Students will, using the storyboard as a scaffold, successfully frame their footage and paint their matte backgrounds so that the two layers function as a whole when composited.
 - c. **Psychomotor** – Students will storyboard a short scene taking place in a space they could not visit in real life, paint the background images, shoot green-screen footage, and create a composite video in iMovie.
- III. **Standard of Education**
 - a. National Standards: NA-VA.K-4.1: Students use different media, techniques, and processes to communicate ideas, experiences, and stories. NA-VA.K-4.2: Students use visual structures and functions of art to communicate ideas. NA-VA.5-8.1: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
 - b. VA Arts Learning Standards: 4.1/5.1/ The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art. 5.9/6.3/7.4 The student will communicate ideas, experiences, and narratives through the creation of works of art, using traditional and contemporary media. 4.8/6.6/7.7/8.9 The student will combine a variety of compositional techniques to create the illusion of space within the picture plane.
- IV. **Materials and Resources**
 - i. Digital camera
 - ii. Green screen (I use this set, with lights and carrying case: http://www.amazon.com/gp/product/B0054K9N7W/ref=oh_o00_s00_i00_details)
 - iii. Lights
 - iv. Tripod(s)
 - v. Digital video camera(s)
 - vi. Tempera paint, brushes + board
 - vii. Storyboard templates (see above link) and pencils
 - viii. Mac with iMovie software
 1. Go through the tutorial videos at <http://gildedgreen.com/labyrinth/greenscreen.html> yourself to familiarize yourself with the process, and to make sure you have turned on the 'advanced' mode in iMovie to make the green screen option available.
 2. Preload iMovie with some silly/interesting background videos. I used <http://keepvid.com> to rip some abstract video art (like Steve Beck's "Video Weavings") from YouTube.
 3. I also preloaded iTunes with instrumental tracks, including some film soundtracks, Blue Man Group's *Audio*, and some disco and electronica dance music. If you have more time, you may want students to compose their own music in Garage Band.
- V. **Time Required – 2-3 weeks of daily 55-minute lessons (or, about 10-15 lessons)**
 - i. **Week 1 – Look at exemplars, storyboard, begin matte painting**
 1. **Day 1**
 - a. Watch my example Flash video at <http://gildedgreen.com/labyrinth/greenscreen.html>. Click on the video to remove the composite and show how different 'tricks' were accomplished.
 - b. Students go around class, each share something active they like to do.
 - c. Students then take turns briefly pantomiming their action in front of the screen, recording the whole class. This will produce a short, silly video that the whole class can use as a tutorial. Load this movie onto each computer.

- d. Demo:
 - i. Open iMovie
 - ii. Drag video into timeline from folder
 - iii. I have a few background videos, pick one you like, and drag it up into the timeline.
 - iv. -Drag the green video on top of it, and select "green screen"
 - v. -Play it!
 - vi. Clicking on the music note icon to the right will let you drag in songs from iTunes and sounds.
2. **Days 2-5**
 - a. Watch exemplars (all on YouTube):
 - i. Bjorn Malhus "No Sunshine"
 - ii. Blues Clues "Mailtime"
 - iii. DEVO "Freedom of Choice"
 - b. Watch beginning of HORIZON special on matte painting
 - i. <http://www.youtube.com/watch?v=mw3EvuRkQVw>
 - ii. Look at use of matte painting in Star Wars, Indiana Jones
 - c. Brainstorm to board – What are some crazy places you would like to go to, but can't in real life? (the moon, in the clouds, a jungle, a volcano, etc.)
 - d. -Before we make our matte painting movies, we need to plan them using **storyboards**. These are like comic strips which plan our movie.
 - e. -Teams (3-4) – Make a storyboard for a video in a place you could never go in real life (3 scenes, 3 BGs).
 - f. After storyboard is okayed, teams can begin drawing and painting their matte paintings.
 - g. DEMO – Compositing with a still image in background
 - i. Using the 'Ken Burns,' 'Cropped,' and 'Fit' options to make the background move, stay still, or zoom in on an appropriate point
- ii. **Week 2 – Shooting and compositing**
 1. Students finish painting mattes
 2. Pull individual groups to shoot their footage while everyone is painting
 - a. You don't need your mattes finished to shoot your green screen footage!
 - b. Students use their storyboards to frame the figures in the scene
 3. Students can use webcam or a digital camera to put their paintings into the computer
 4. Students composite green screen and still images, editing their video together
 5. Students can add titles, credits
 6. Students can use the 'music note' button to add sound effects or music
- iii. **Week 3 – Finalizing and burning to DVD to share (optional – iMovie also has built-in YouTube uploading, which may be an option depending on your school's internet policies)**
 1. Students complete compositing and sound
 2. Share - > Export their movie to Quicktime
 3. Using a thumb drive or shared network, copy every group's videos to every computer.
 4. Using iDVD, groups can author their own DVDs, produce menus,

VI. Evaluation Strategies

- a. Affective objective – Does student's work take place in a setting they could not visit in real life? Ask student whether their video could have been made without matte painting.
- b. Cognitive objective – In the final piece, do the figures inhabit the space in a way that shows intent and makes sense within the narrative or formal functioning of the video and space? (Need not be realistic.)
- c. Psychomotor objective – Did the student complete the project to the best of their ability? Did they complete a storyboard and use it to frame their recording and their production of matte paintings?

VII. Possible Extension Activities

- a. Student can independently use Photobooth's background feature to make portraits of themselves in front of painted backgrounds captured and entered into the computer
- b. Whole class can use Green Screen Live software to interact live with the green screen ("local weather" style). Games include:
 - i. shuffling and loading random backgrounds for which students must improvise responses
 - ii. Assigning pairs a randomly chosen background image, asking them to write a short dialogue/scene, and performing it for the class.
- c. Variant: I've had older students use Photoshop or ripped YouTube videos to create backdrops, rather than paint.