

Editing Video with Snip Studio, Part 1: Import, Sequence and Trim

40 minutes

Following My Interests Online

Outcome 3.8

WHAT THIS LESSON DOES

Students bring three clips into Snip Studio, put them in order on the timeline and trim each to a set length, ending with a named project that plays in order. This lesson counts towards outcome 3.8: students use these editing skills to build their digital montage in the montage lessons that follow.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.8	create a digital montage on a specific topic of interest from images sourced online while applying learning regarding copyright, fair use, plagiarism, and intellectual property ownership

WHAT STUDENTS SHOULD BE ABLE TO DO

- Import media into a video editor and place it on the timeline in order
- Explain what a track, a clip, a trim and a playhead are
- Trim each clip to a set length so picture and sound end together
- Save a named project you can reopen next lesson

BEFORE THE BELL

- Snip Studio needs no account and nothing installed: students go to snipsound.com/video-editor and start, and their clips stay on their own computer. Open that address on a student computer before the lesson, because a school web filter is the one thing that can stop it. Snip Studio keeps each project in the browser on the computer it was made on. A student who is on the same computer next lesson simply opens the page again. A student who will be on a different computer backs the project up at the end of step 4 and restores it next lesson; the step shows how. The clips are supplied and linked from the first step, so students do not film anything. Filming would take a period on its own and is not what this lesson teaches. The two versions you play at the start are in the first step too, so there is nothing to make beforehand.

WHAT YOU NEED

Item	Qty	Per	If you do not have it
Chromebook/Laptop/PC		student	

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Timelines and tracks
13 min	activity	Hands-on: Import and place your media
13 min	activity	Hands-on: Trim to length and save
3 min	content	Make sense
2 min	summary	What you covered

STEP BY STEP

4 min Start Devices with a browser; the three clips, linked in step 1. No account needed.

Both versions are in this step, ready to play: Version 1 is the globe then the fire, Version 2 the fire then the globe, with the same music under both. Play them one after the other without introducing them, and ask what each version says happened before you say anything yourself. Students who spot the difference on their own take the idea more seriously than students who are told it, and the whole of today's work rests on that idea.

Before step 3, check that everyone has downloaded all three clips.

5 min Timelines and tracks

Draw two rows on the board as you say it: pictures on top, sound underneath.

13 min Hands-on: Import and place your media

Circulate for the order. The globe has to go in on its own first: a student who picks all three files at once can get the fire first. If that happens, they drag the globe along its row to the front.

13 min Hands-on: Trim to length and save

The trim numbers matter: 4, 6 and 10. A class that guesses the lengths cannot compare results, and next lesson's transition sits on the 4-second join.

The timeline zooms to fit each time a clip changes length, so the ruler's numbers move. Tell students to read the ruler again before each drag.

3 min Make sense

Take two answers to the question on screen. The one you are steering towards is that the fire, which is the event, would arrive late and feel like an afterthought: the viewer would sit on the globe for so long that the change stops being a surprise. The music would also run out before the pictures did.