

LESSON 9

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

40 minutes

Make It Yourself

WHAT THIS LESSON DOES

Students build a short video sequence in Snip Studio, a free browser video editor that needs no account. They import their own clips and a music track, place the clips on the timeline in a deliberate order, trim each one to the length it needs, and save the project to finish next lesson. The lesson makes the central point of editing plain: most of video editing is deciding where to cut, and the order of the cuts is what tells the story.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Build a short video sequence from your own clips, trim each clip to length with music underneath, and save it to finish next lesson

BEFORE THE BELL

- Open and test snipsound.com/video-editor on the school network (browser only, no account or install).
- One device per student with sound or headphones so music under the picture can be judged.
- Confirm students have two or three short clips and their thirty-second music clip from the AudioMass lessons ready; if not, check Pixabay is reachable and they know to verify the licence before download.
- On shared devices, agree where the project backup file will live so it survives a different computer next session.

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HOW THE LESSON RUNS

4 min	introduction	Start
4 min	content	What a Timeline Is
13 min	activity	Import and Build Your Sequence
14 min	activity	Trim to Length and Save
3 min	content	Make Sense
2 min	summary	What You Covered

TEACHING MOVES

- 1. Start. Play Version 1 then Version 2 back to back with no commentary. Ask what each version says happened before you offer any reading yourself.
- 2. What a Timeline Is. Point at the Snip Studio timeline image. Name order as clips left to right, trim as shortening a clip, and layer as music on its own row under the pictures.
- 3. Import and Build Your Sequence. Get everyone into Snip Studio and importing. Check every student has clips on the timeline in a deliberate order before you move on; an empty timeline costs them the lesson.
- 4. Trim to Length and Save. Have them trim from the end of each clip first, then match the music to the last picture. Before time runs out, check every project is named and anyone changing device has the backup file.
- 5. Make Sense. Take two answers to the on-screen question. Steer toward this: a first clip twice as long makes the change arrive late and feel like an afterthought.
- 6. What You Covered. Read the four recap lines aloud. Before they leave, confirm every project is named and anyone on a different computer next session has backed it up.

WHAT TO WATCH FOR

- Students think editing means adding effects or inventing footage rather than choosing order, length and layers. What to do: Point back to the opening pair of versions: same clips, same music, only order changed. Name order, trim and layer as the whole job today.
- Students assume the project will be waiting on any machine without a name or backup file. What to do: Before the step ends, walk the room and check named projects. For shared or swapped devices, insist the backup file is saved somewhere that survives the next session.

DIFFERENTIATION

- Emerging: Stay with them at import until two or three clips sit on the timeline in any order; empty timelines cannot recover later. Pair them briefly with a neighbour who already has clips placed, then have them place their own.
- Developing: After each trim, make them play the sequence back before the next cut so change, watch, change again becomes habit. Prompt them to drag the music's right-hand edge so it ends with the last picture, not beyond it.
- Proficient: Once named and saved, have them swap their first two clips to preview how the meaning shifts, then swap them back ready for next lesson. Ask them to tighten one clip further and say aloud what the shorter cut does to the next shot.