

## LESSON 9

# Editing Video with Clipchamp, Part 1: Import, Sequence and Trim

40 minutes

Make It Yourself

### WHAT THIS LESSON DOES

Students assemble a short video in Clipchamp, a free browser video editor. They import clips, place them on a timeline in a deliberate order, trim each one, add a transition, add a soundtrack and a title, then export. 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

- Assemble and trim a short video sequence, add a title and a soundtrack, and export it

### BEFORE THE BELL

- **CLIPCHAMP NEEDS AN ACCOUNT.** Students sign in with a Microsoft or Google account, both free, and most schools already issue one. Sort this out BEFORE the lesson; signing up during the period will cost you the practical work. Clipchamp's labels have moved before. The paths here were correct when written; if a control has moved, the animations still show the action and the panel is in the same place. Supply the clips rather than having students film. Filming eats a period on its own and is not what this lesson teaches. The re-cut in step 5 is the point of the lesson. Do not let it get squeezed.

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### HOW THE LESSON RUNS

|               |              |                                |
|---------------|--------------|--------------------------------|
| <b>4 min</b>  | introduction | Start                          |
| <b>4 min</b>  | content      | What a Timeline Is             |
| <b>11 min</b> | activity     | Import and Build Your Sequence |
| <b>11 min</b> | activity     | Trim, Transition and Sound     |
| <b>8 min</b>  | activity     | Title, Export, Then Re-cut     |
| <b>2 min</b>  | summary      | What You Covered               |

### TEACHING MOVES

- 1. Start. Play both cuts, then ask the class what happened in each. If you have no example, describe the runner and the door. Do not explain the point yet, let them name it.
- 2. What a Timeline Is. Point at the timeline on the board as you speak. Reduce it to three verbs: order, trim, stack. Come back to those three words when students get lost later.
- 3. Import and Build Your Sequence. Do not move on until every student is signed in with clips on the timeline. Walk the room. A student stuck at sign-in now loses the whole lesson.
- 4. Trim, Transition and Sound. Insist on two habits: trim from the end of each clip first, and keep the music quieter than any speech. Tell them to play it back after every change.
- 5. Title, Export, Then Re-cut. Stress that nothing is a file until they export. Then set the re-cut and ask two students to describe in one sentence how the story changed.

### WHAT TO WATCH FOR

- Students think their video is saved once it looks finished on the timeline, and lose the work. State plainly that the timeline is not a file until exported. Have everyone export before the re-cut, then treat the re-cut as a second export.
- Students set the music track as loud as or louder than any speech, so nothing can be heard. Show how to lower the music track volume and fade it out. Ask them to play it back with headphones and check the speech still reads.
- Students see trimming as deleting a whole clip rather than shortening its start or end. Demonstrate dragging a clip edge inward on the timeline. Point out the clip is still there, just shorter, and can be dragged back out.

#### **DIFFERENTIATION**

- Emerging: Sit beside them at sign-in and get them onto the timeline with clips before the class moves. Once building, keep them to order and one trim. Pair them with a partner who is already importing, so they see the timeline in use.
- Developing: Have them narrate what each of the three verbs did to their clip: what they ordered, trimmed and stacked. Prompt them to add the transition and title only after the sequence plays cleanly, one change at a time.
- Proficient: Ask them to re-cut more than two clips and predict the story change before they watch it back. Have them explain to you why one music fade or transition point works better than another.