

LESSON 10

Editing Video with Clipchamp, Part 2: Transitions, Sound and Export

40 minutes

Make It Yourself

WHAT THIS LESSON DOES

Students finish last lesson's sequence with a transition, colour matching and layered sound, export it, then re-cut the same clips to see how order carries meaning.

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. Run each step-by-step activity as a board-led walkthrough first: project Clipchamp on the IWB, complete each listed instruction once yourself while the class watches the matching animation, then let students mirror on their own devices. The interactive has no separate mode switch; the board procedure is the teacher driving the same step list the students follow. 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

3 min	introduction	Start
5 min	content	What a Transition Actually Does
12 min	activity	Hands-on: Transition and Colour
10 min	activity	Hands-on: Layer the Sound
8 min	activity	Hands-on: Title, Export, Then Re-cut
2 min	summary	What You Covered

TEACHING MOVES

- 1. Start. Ask everyone to open their saved project and play it before anything else. Anyone whose project is missing tells you now, not ten minutes in. Hand them the three clips.
- 2. What a Transition Actually Does. Frame the whole thing: a transition is a choice about pace, not decoration. Head off the spin-on-every-join trap early by saying if you cannot name what it does, use a cut.
- 3. Hands-on: Transition and Colour. Circulate watching for transitions dropped onto a clip instead of the junction, where nothing appears to happen. Show them the join point on the timeline.
- 4. Hands-on: Layer the Sound. Give this the full ten minutes. Timing sound to picture is the step that feels like real editing, and it needs headphones on and repeated playback to get right.
- 5. Hands-on: Title, Export, Then Re-cut. Protect the last three minutes for the re-cut even if exports are still running. Reordering the same clips and naming what changed is the point of the whole lesson.

WHAT TO WATCH FOR

- Students drag a transition onto the middle of a clip rather than onto the junction between two clips, so nothing changes on playback. Point to the exact join on the timeline and have them drop it there, then play across it to confirm the effect.
- Students treat transitions as decoration and put a flashy one on every cut, which flattens the pacing. Ask, at each transition, what it is for. If they cannot answer, tell them to replace it with a plain cut.
- Students think saving the project and exporting are the same thing, so they finish without a playable file. Walk through export as a separate step producing an MP4 that plays outside the tool, and have them play the exported file back.

DIFFERENTIATION

- Emerging: Give the three clips straight away so a missing project does not cost them the lesson, and get them to one working transition before anything else. Pair them with a partner who has their project open so they can see the timeline junction being used.
- Developing: Prompt them to play across each change they make before moving on, so they judge pace by ear and eye rather than guessing.
- Proficient: Once exported, have them try a second transition style on the same junction and say aloud which reads better and why. Ask them to explain their sound timing back to you: what they layered and why it sits where it does.