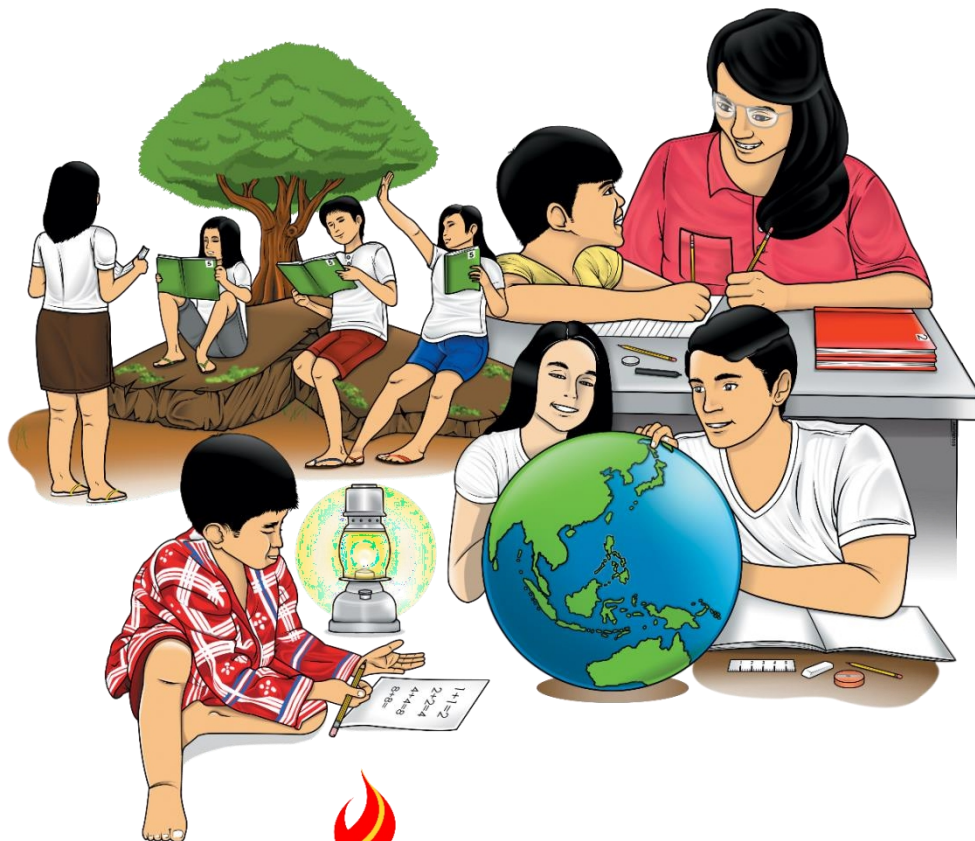


6

Technology and Livelihood Education

ICT and Entrepreneurship

Module 8: Creating Knowledge Products in Multimedia Moviemaking Presentation



CO_TLE-ICT 6_Module 8

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**Module 8: Creating Knowledge Products in Multimedia Moviemaking Presentation
First Edition, 2020**

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Technology and Livelihood Education

**ICT and Entrepreneurship
Module 8: Creating Knowledge
Products in Multimedia
Moviemaking Presentation**

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need To Know

This module was designed and written with you in mind. It is here to help you master the knowledge and skills that will lead you to use moviemaking software to create a multimedia presentation. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

This module focuses on creating knowledge products in multimedia moviemaking presentation.

After going through this module, you are expected to:

1. Use the moviemaking software to create a multimedia presentation



What I Know

Read the following words on column **A** and match its corresponding meaning on column **B**. Write the letter of the correct answer in your notebook.

A

- ___ 1. Menu Bar
- ___ 2. Content Pane
- ___ 3. Slides
- ___ 4. Video
- ___ 5. Timeline Window
- ___ 6. Windows Movie Maker
- ___ 7. Multimedia
- ___ 8. Preview Window
- ___ 9. Narration
- ___ 10. Preview Controls

B

- a. It is sequence of images with background music that forms a moving picture.
- b. It provides commands or functions to perform task in the movie maker.
- c. It is a freeware video editing software by Microsoft.
- d. This is the area where we view our project by selecting the different buttons and see the length of our video.
- e. It is used to play the video from the preview window.
- f. Is a single page of a presentation.
- g. It uses more than one medium of expression or communication.

- h. Displays the contents of the currently selected collection which includes video clips, graphics, sound files, etc.
- i. It is an additional element which you can add to your project. Some videos have this or a voiceover that helps tell the content to the viewers.
- j. This is the working area where we edit our video, pictures.

Lesson

8

Creating Knowledge Products in Multimedia Moviemaking Presentation



What's In

What is a video?

Video is a sequence of images with background music that forms a moving picture.

What are the different applications that you can use in making a video?

The different applications that you can use in making a video are Free Windows in-built Movie Maker-Windows Movie Maker & Windows Photos APP, Avidemux, OpenShot, VSDC Video Editor, and Wondershare Filmora 9.



What's New

Windows Movie Maker is a freeware video editing software by Microsoft. It is a part of Windows Essentials software suite that allows you to create home movies and slide shows on your computer as well as publish them and share it with your friends through Facebook, twitter, Gmail and others.

Mostly, you may have seen entertaining and informative movies or videos in cinema, television, YouTube channels, etc. Do you ever wonder how this happen or how do they make these videos?

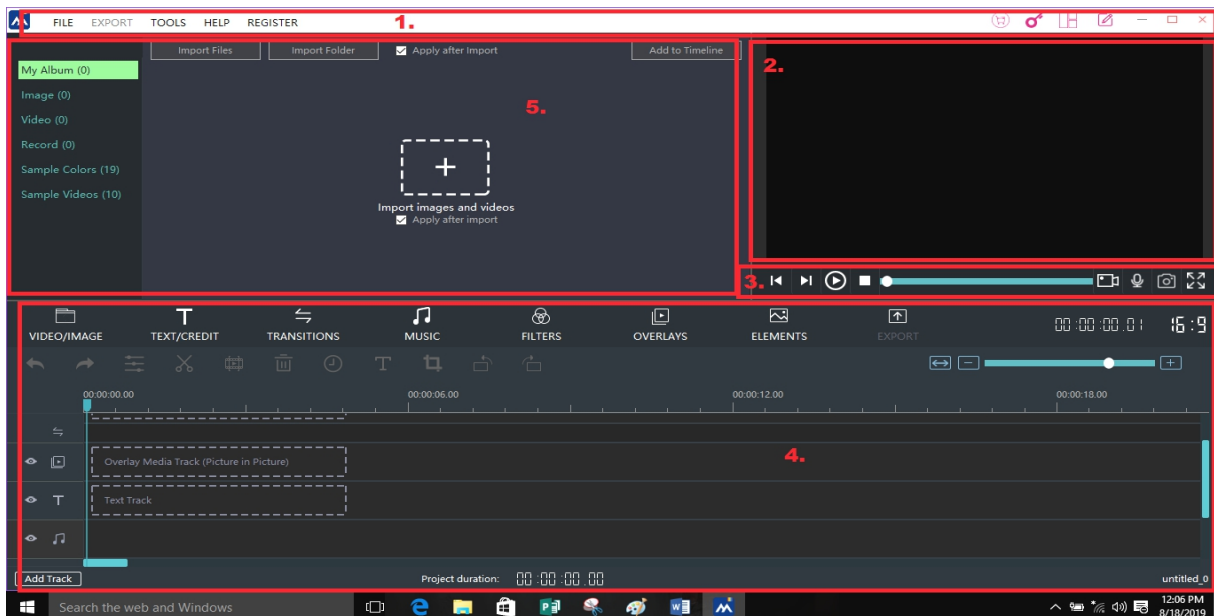
-Grade 6 ICT and Entrepreneurship (Technology and Livelihood Education Textbook) pp.132 by Ivy M. Tarun, MSIT, DIT



What Is It

In this lesson, you will learn how to create a multimedia presentation using the moviemaking software.

• DIFFERENT PARTS of the WINDOWS MOVIE MAKER

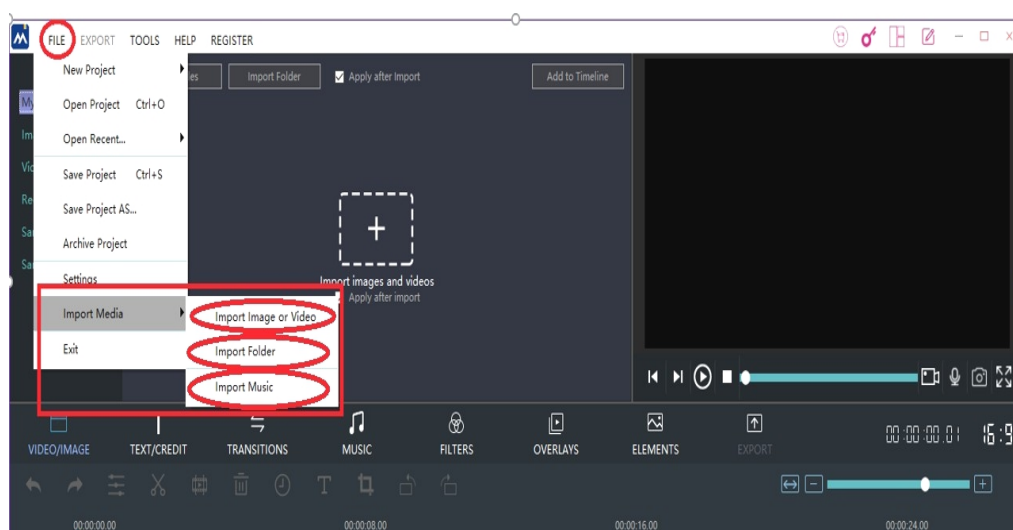


1. **Menu Bar** – This bar provides commands or functions to perform task in the movie maker.
2. **Preview window** – This is the area where you view your project by selecting the different buttons and also see the length of your video. As you play your video, the playhead marker moves along the timeline.
3. **Preview controls** – The three (3) controls: Previous frame, Play, and Next frame is used to play the video from the preview window.
4. **Timeline window** – This is the working area where you edit your videos, pictures, text, and music. The music and text are shown in bars below the videos. The details about the video such as transition and animations are also indicated here. Playhead marker is the black vertical bar that is used when you select the portion of our video.
5. **Contents Pane** – displays the contents of the currently selected Collection which includes video clips, graphics, sound files, etc.

• IMPORTING VIDEOS, PICTURES, AUDIO OR MUSIC

Upon opening the Windows Movie Maker, it automatically sets a new project to start on and make an import. Follow the steps below:

1. Select the **File** in the **Menu Bar** and click **Import Media** in the task bar to import video, pictures, audio or music into the movie maker.



Here is the list of file formats which is accepted by movie maker:

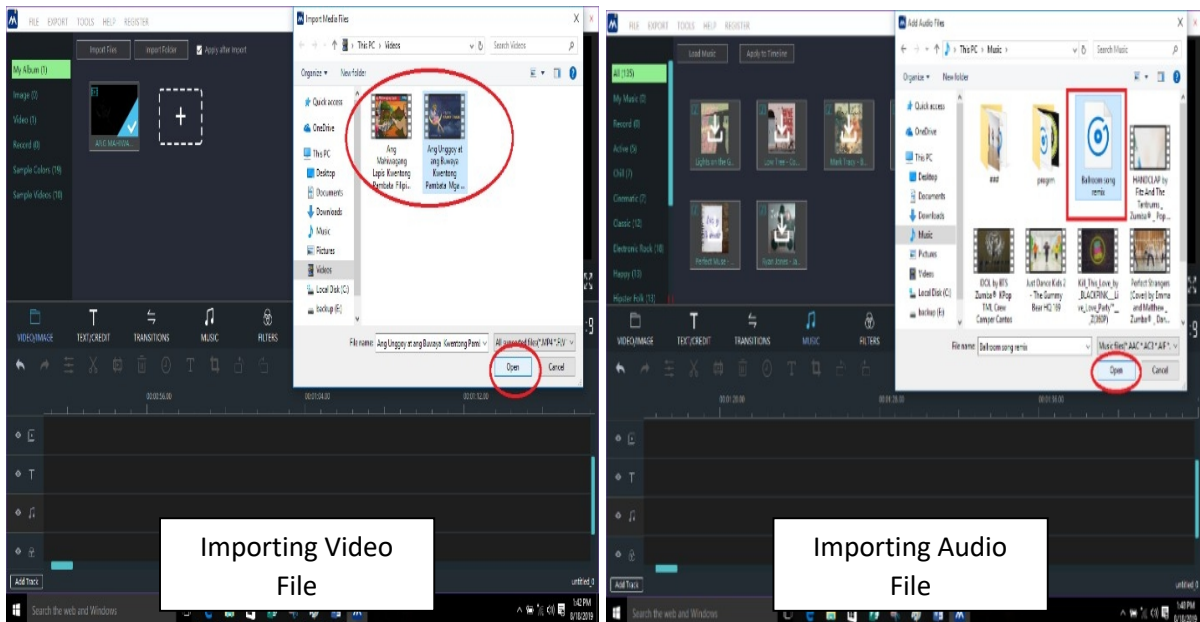
Audio Files:

.mp2, .mp3, .mpa, .aif, .aifc, .au, .aiff, .asf, .wav, .wma and .snd.

Video Files:

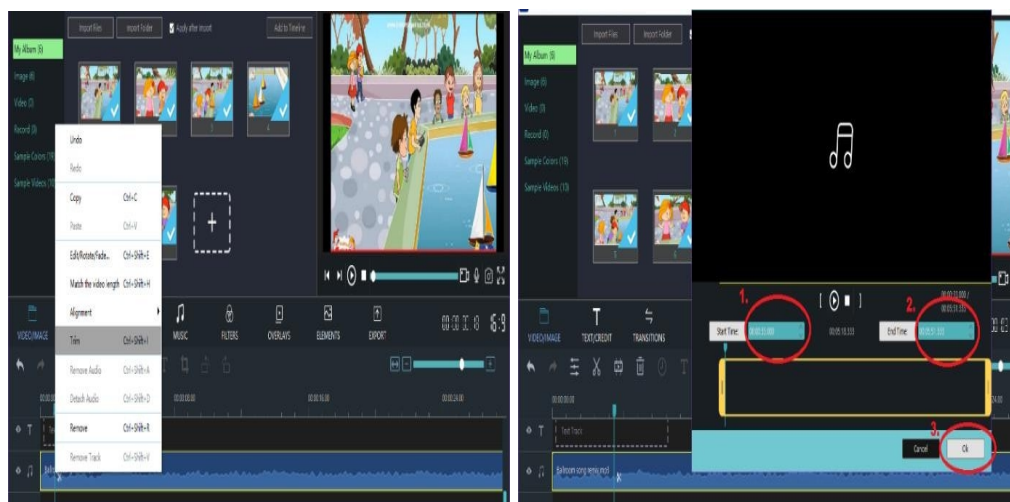
.m1v, .mp2, .mp2v, .mpv2 .asf, .dvrms, .avi, .wm, .wmv, .mpe, .mpeg, and .mpg.

2. Navigate on the file and then click **Open**. It will take you a little longer to import depending on the file size. The clips will be displayed in the **Contents Pane** and ready for editing.

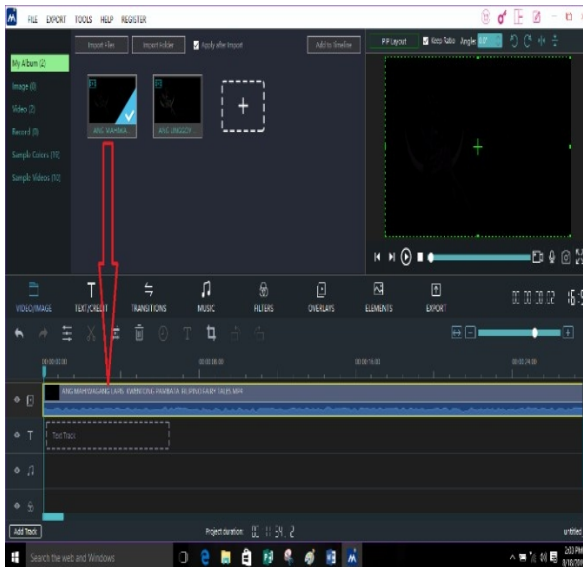


• EDITING CLIPS

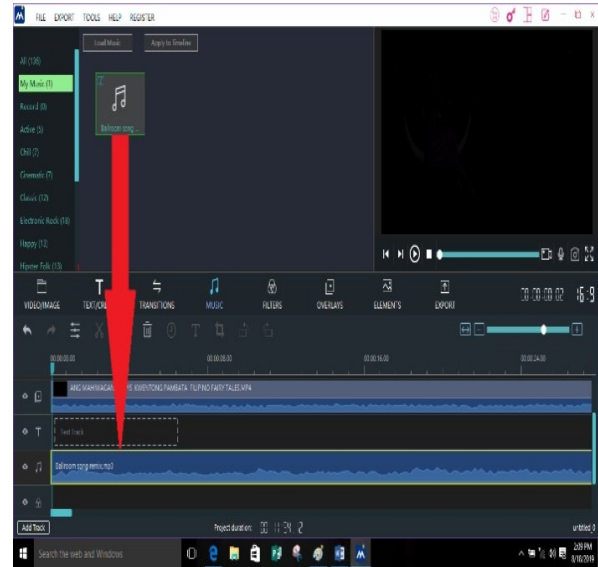
After your importing, the items can be dragged from the **Timeline window**.



- To cut some time from the clip, **right click** the audio track and click the **trim** command in the dialog box. Set the **start time** you want the audio to begin with and set the **end time** where you want to end with. Click **ok**. This is the process of **trimming**.



Dragging a Video File to the Timeline window.

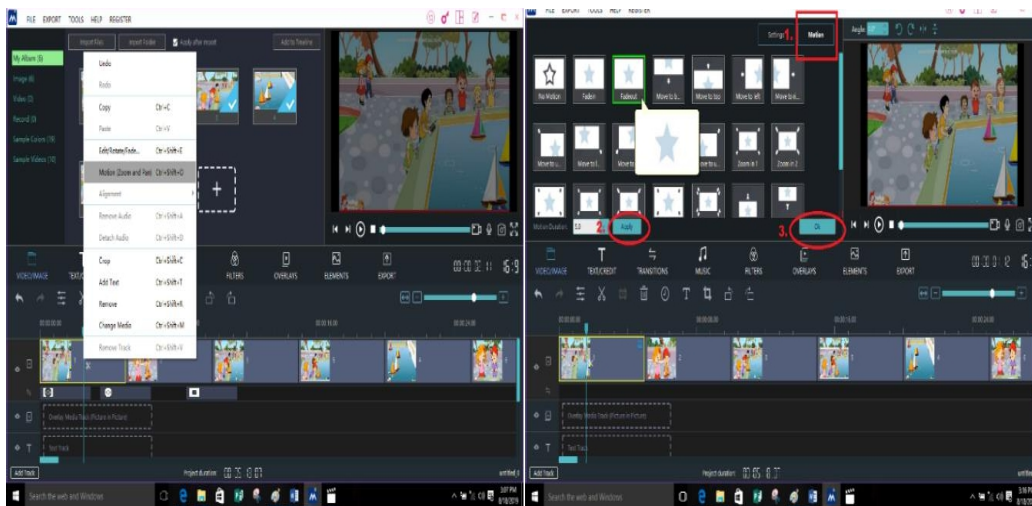


Dragging an Audio File to the Timeline window.

* You can also do the trimming with pictures and video clips in the timeline.

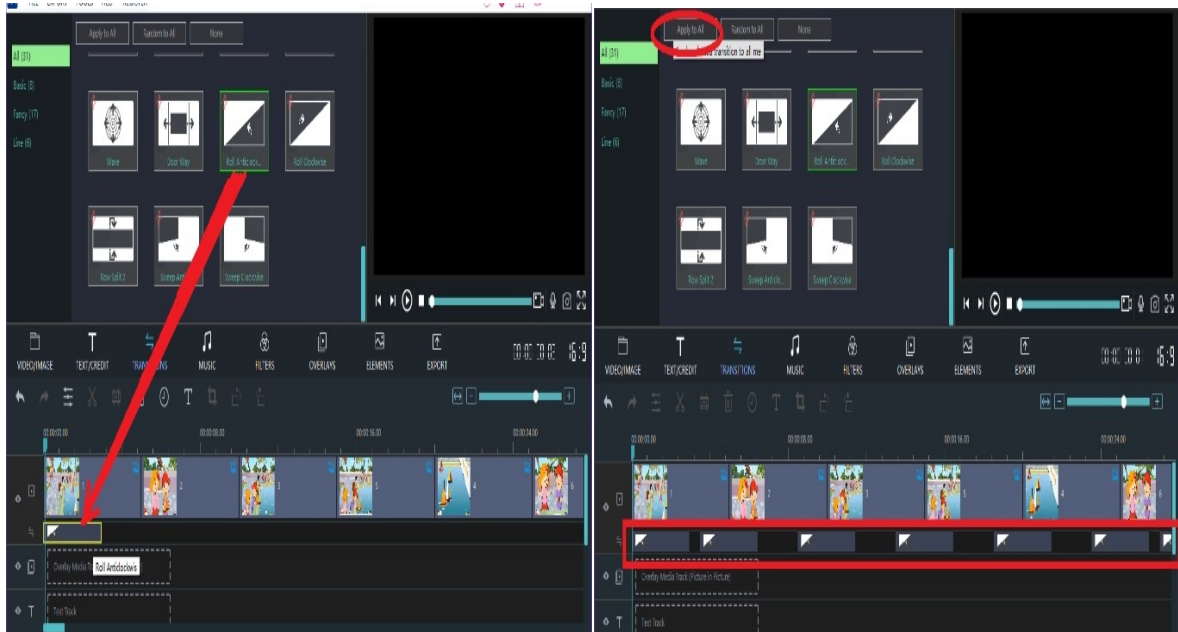
• ADDING ANIMATIONS AND TRANSITION EFFECTS

- ❖ To add animation effects, **right click** the picture in the media track of the Timeline window. Click the **Motion (Zoom and Pan)**. Click **Motion** and choose any animation effect you want to apply on your pictures. Click **apply**, then click **ok**.



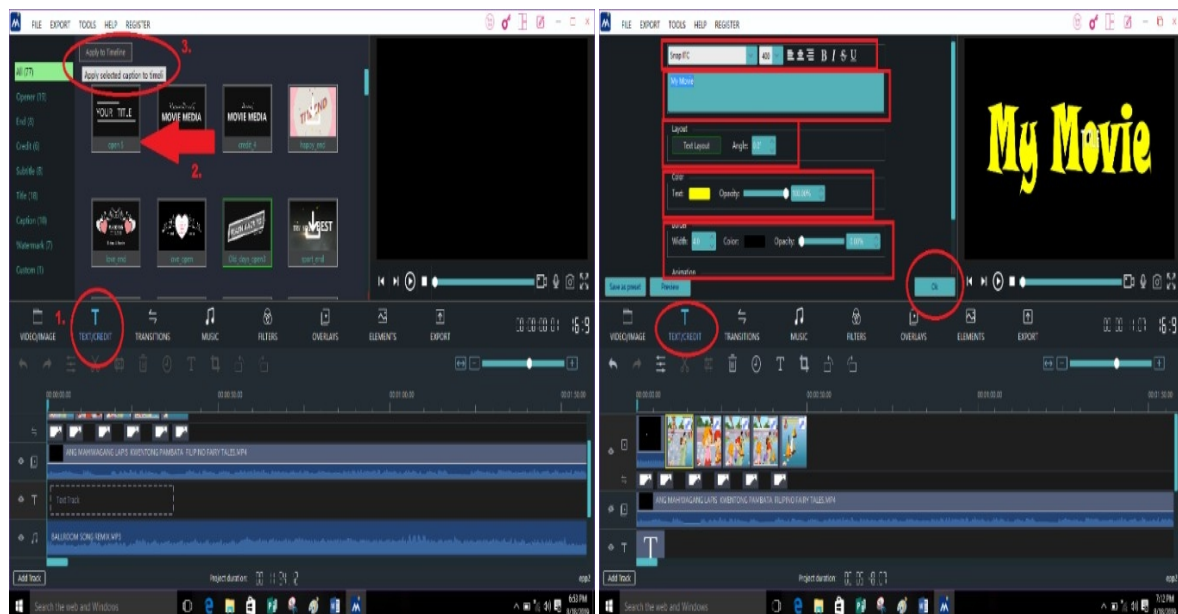
- ❖ To add transitions, click **transition** in the **Timeline window**. Drag the transition down to the middle box where you want to add the transition to.

Click **Apply to All** if you want to apply the same transition to all your pictures.



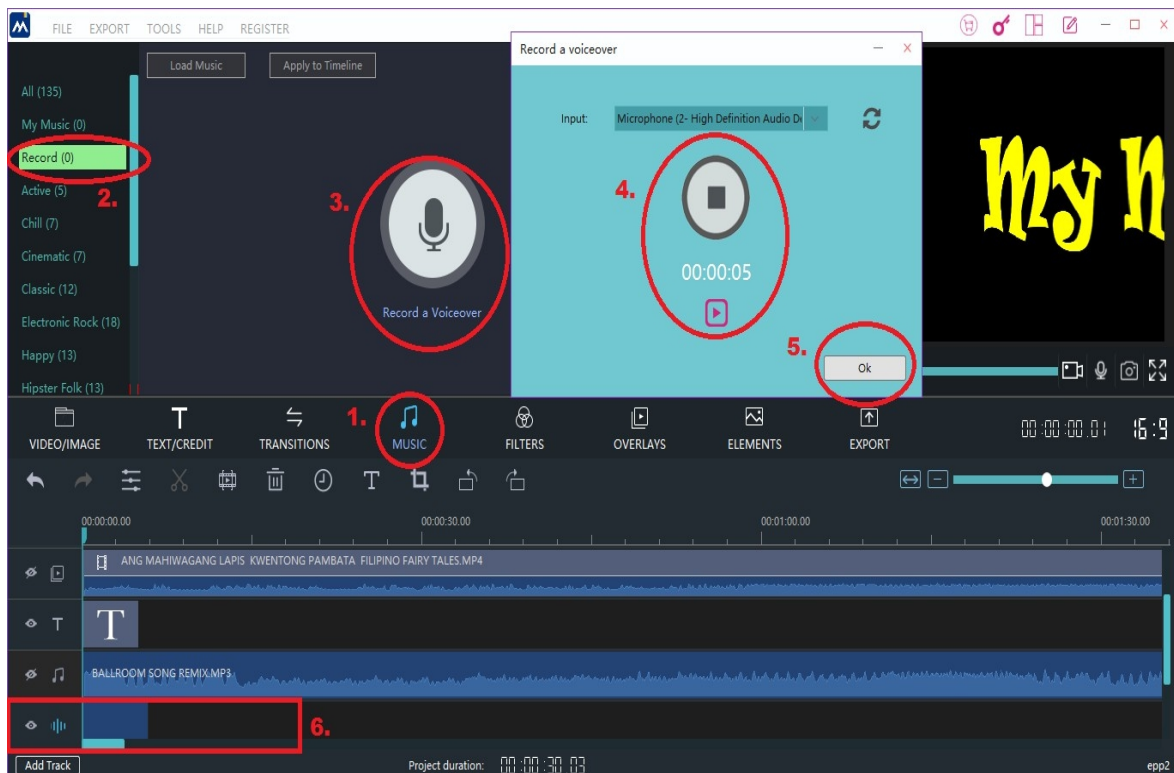
- ❖ To make titles and credits, click **Titles/Credits** in the **Timeline window**. Select the appropriate link that describes where you want to add the title and then follow the instructions.

* You can play your movie anytime and view it in the *Preview Window*.



• ADDING A NARRATION OR RECORD A VOICEOVER

Narration is an additional element which you can add to your project. Some videos have narration or a voiceover that helps tell the content to the viewers. Before you record your narration or voiceover, check if the headset is working properly and that you have practiced the script. To add a narration or a voiceover, you should do the following:

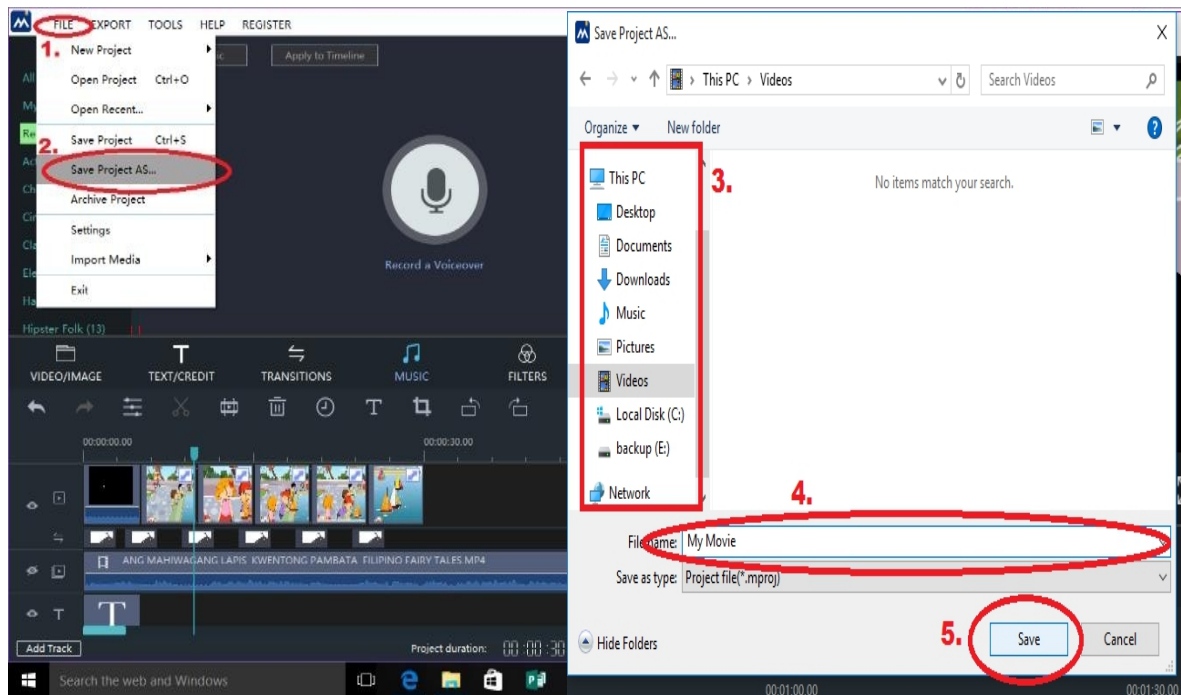


1. Click **Music** command in the Timeline window.
2. Click **Record** in the Contents Pane.
3. Click **Record a Voiceover**.
4. The dialog box will appear and Click **Record** icon to begin your recording.
5. Click **ok** if you done recording.
6. Check the **Record Track** in the Timeline window if your narration or voiceover is suitable to your video and trim it if you want.

❖ **There are different ways to publish a movie, it can either Offline or Online.**

a. SAVING THE PROJECT (Offline)

If you want to stop creating the movie and continue making finer edits later on, then save your project using the following steps:

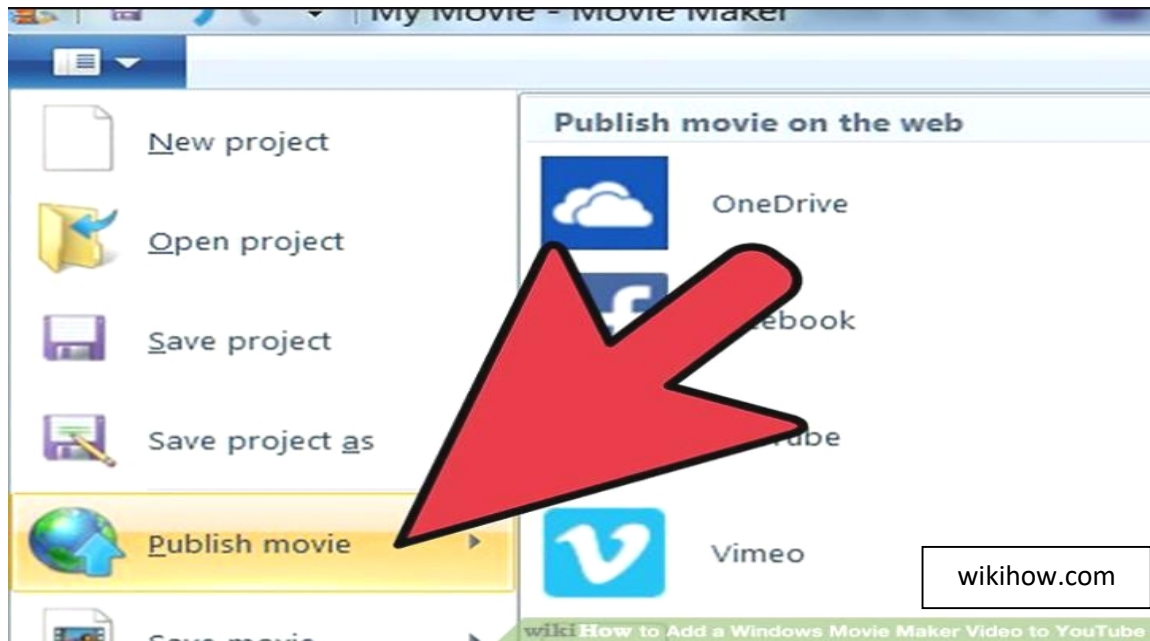


1. Click **File**
2. Click **Save Project As.**
3. Select the folder where you would like to save the project.
4. Type the **Title of Your Video** in the File Name.
5. Click **Save.**

b. PUBLISHING THE MOVIE (Online)

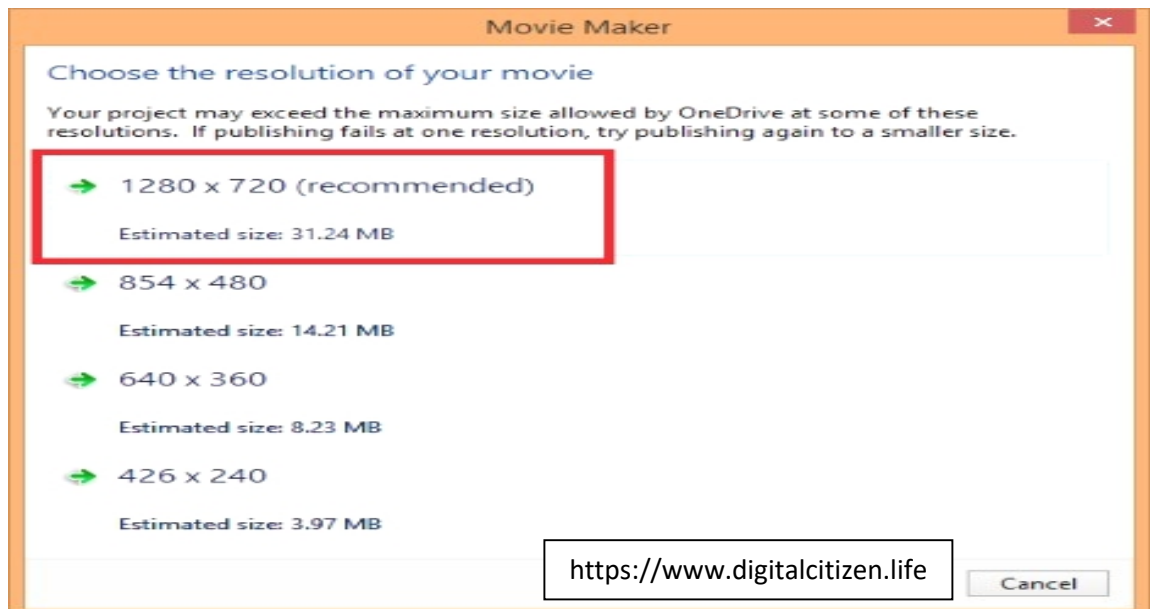
Windows Movie Maker has made sharing your video online easier. An **account** is needed before publishing a video online. If you are done with your movie, then it is time to publish your movie. To publish your movie to your computer, do the following:

1. Click **This Computer** in the Task Pane. Publish Movie Dialog Box will appear as shown below.

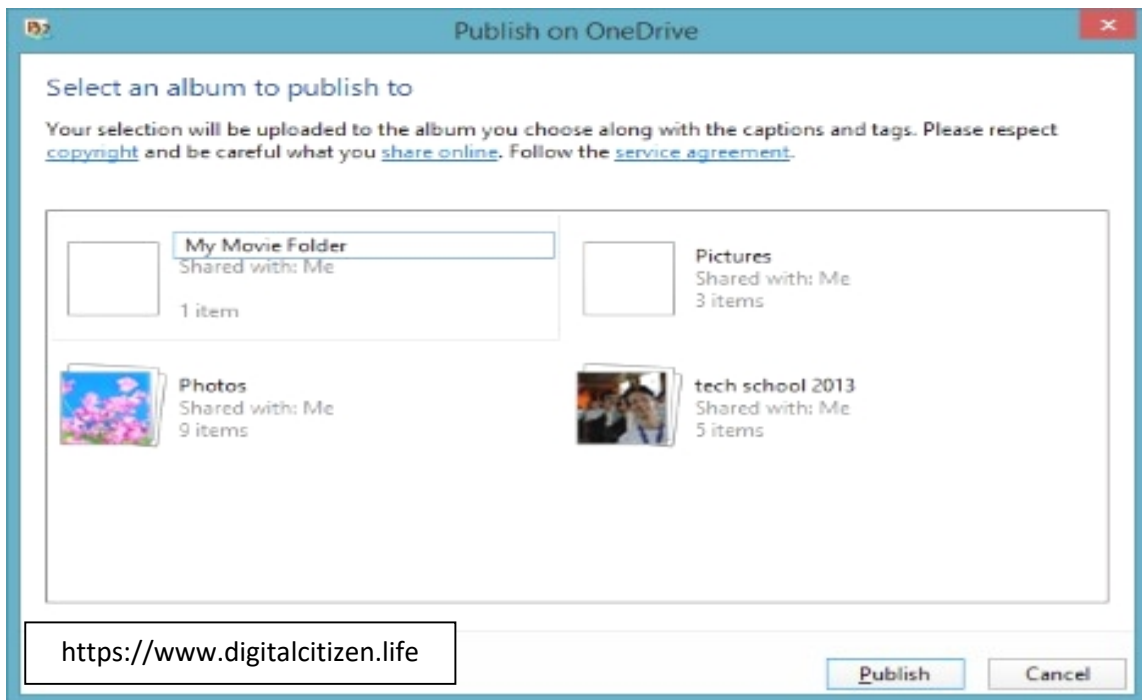


2. A series of windows will pop up, guiding you as you publish your work on One Drive in Google.

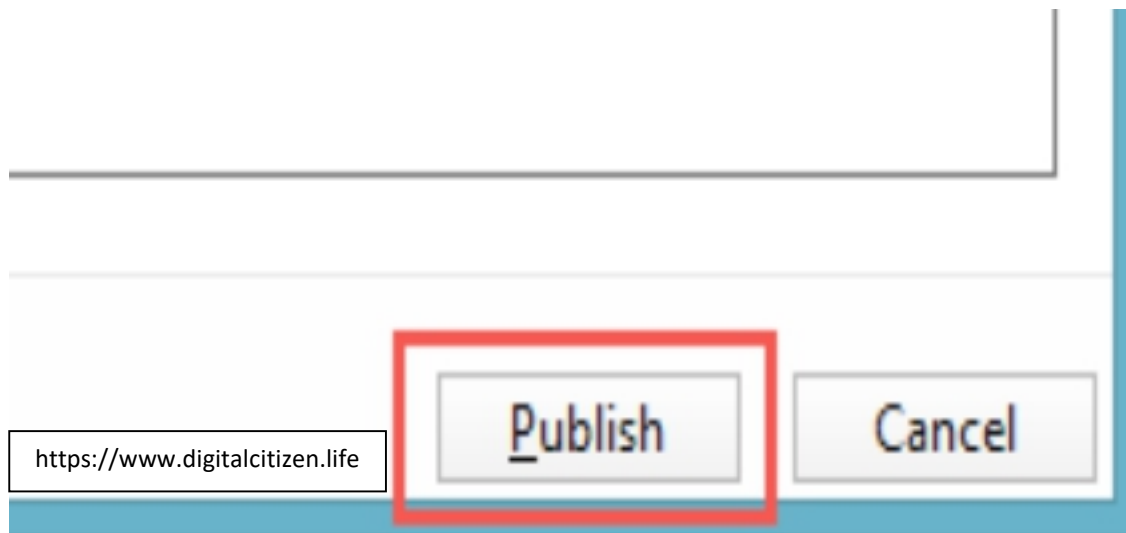
a. Resolution



b. Album Name

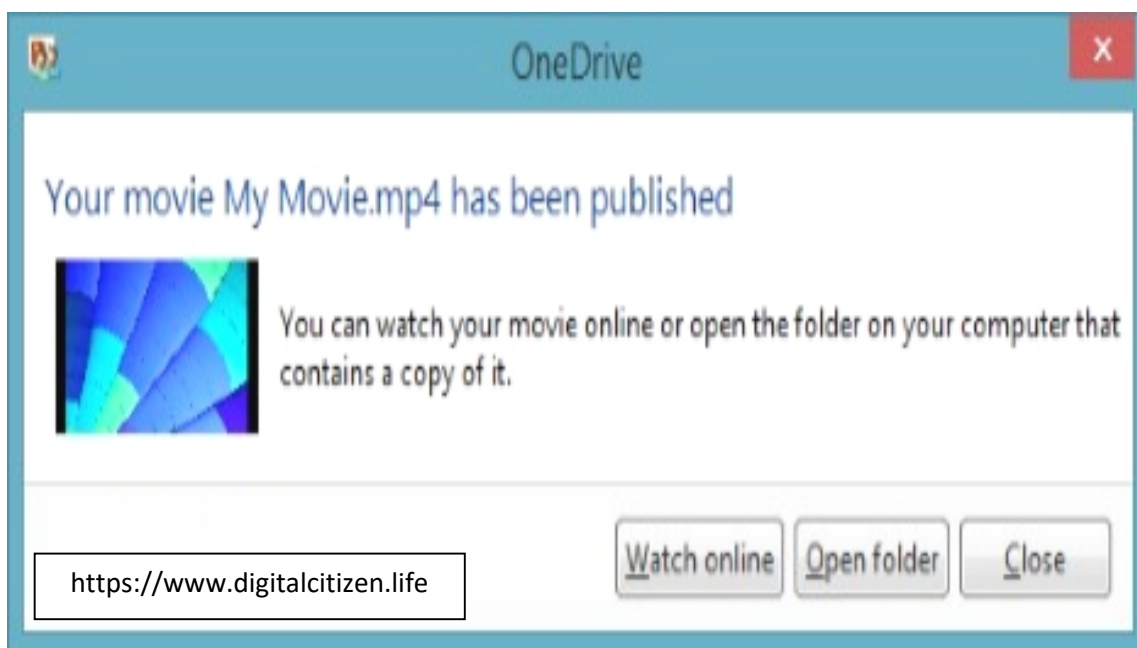


* Click **Publish**.



c. Status of the completeness of the video.

Option of watching it online.



What's More

In your classroom, you enjoy making movies to extend your learning. Writing scripts and working together to display your knowledge in a creative way are both benefits of movie-making in the classroom. Use the movie-making process to help you understand, reinforce, and review new concepts you are learning in different subject matter. You can also make creative movies to enhance your ability to write interesting stories. Movie-making is a great way to build community among learners, hone your writing skills, engage your creative imaginations, and instill confidence even in those learners who might begin the school year afraid to be in front of the camera. Movie-making is a certainly a collaborative and exciting way to make learning come alive in your classroom!

The steps below explain the process of making a class movie.

1. **Brainstorming** - The process begins at a class meeting where you decide on a topic or theme for a class movie.
2. **Developing a Plot and Assigning Roles** - Once you have decided on a plot, create a rough draft of a storyboard on chart paper. The storyboard helps you organize and sequence your ideas to determine the different scenes that will ultimately be part of the movie. Once you determine the scenes you will need, list all of the acting parts in the movie and add parts (if necessary) to be sure that all of you will have a role.
3. **Writing the Script** - Once the roles are assigned, work in small groups with the other classmates in their scene to write their script. The storyboard view helps you organize and sequence your ideas to determine the final order of the scenes that will ultimately be part of the movie.
4. **Planning & Practicing the Scenes** - After all scenes are written, make a list of props that you will need to make or bring from home. This also includes costumes. Learners also determine if their scene will need to be taped in front of a green screen and decide whether or not they will need certain pieces of furniture or other props in their scene. Actors then memorize their lines and practice their scene to make sure it is ready for filming.
5. **Filming the Scenes/Using a Green Screen** - Filming scenes in front of a makeshift "green screen" using a turquoise blanket and sheet allows you to project images behind the learners when editing the video on the computer.
6. **Editing the Video** - The scenes are captured on to your computer and can be edited using the available video editing software like Windows Movie Maker. It is a user-friendly program that includes many great features including built-in music, titles, 3-D transitions, and DVD menus. You can also create your own music using kid-friendly software programs. Make a preliminary plan of

your first movie titled “(Product/Service Name) in the Making” in the Windows Movie Maker. Think of things that you want to include in your first movie.

7. **Sharing the Class Movies** - When a class movie is completed, save the final movie to a flash drive or external hard drive. This way you can enjoy a “movie night” with their families and friends on the evening you get to bring it home. You can also show some of the best movies to the entire school on the morning announcements. This makes you feel like celebrity at school! (<https://www.scholastic.com/teachers/blog-posts/beth-newingham/movie-making/>)

Implement the preliminary plan you have just laid out for your first movie. The scoring rubric for your output is given below:

Rubric for Video Production

Dimensions of Performance	Below Standard Score: 1	Satisfactory Score: 2	Accomplished Score: 3	Excellent Score: 4
Planning Research, Story boarding, and Rehearsal	Learners need help to research and write a script. The storyboard does not match the final production. Some group members have roles and some perform very few tasks. Students need to be reminded to stay on task	Learners need help to research and write a script. There is a storyboard that is adhered to during production. Most group members have their roles. Students need to be reminded to stay on task.	Learners research and write a compelling and creative script. The storyboard is drawn carefully with shot compositions included. All group members have their roles.	Students research independently and write a compelling and creative script. The storyboard is drawn carefully with set design and shot compositions included. All group members define their roles.
Content	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in learner’s project.	There is focus that is maintained throughout the project. The project presents information in an accurate and organized manner that can be understood by the intended audience. Adequate evidenced of student learning and efforts are reflected in learner’s project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of learning and efforts are reflected in learner’s project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of learning and efforts are reflected in learner’s project.

Layout/ Design	Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. Does not have a storyboard.	Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. If storyboard is present, it shows the project in a broad outline.	Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. Storyboard shows general outline.	Organization of presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. Storyboard shows progression.
Technical Elements	The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between scenes. Titles are illegible. Technical	The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical	The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions provide a smooth movement between scenes. Titles are mostly	The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes. Titles are legible. There are few technical

	difficulties seriously interfere with the viewer's ability to see, hear, or understand content.	problems, but the viewer is able to follow the presentation.	legible. There are few technical problems.	problems, and none of a serious nature.
Collaboration	Obvious that the presentation was created by one person Learners make poor choices for group members. The group is unable to complete the video in a timely fashion	Presentation a result of a group effort, but only some members contributed Learners select group members according to social desires. Some learners in the group participate actively. Few learners excel in the activities	Learners worked together and were assigned different roles Learners select group members based on good working relationships. All learners in the group participate actively 100% of the time. Most learners excel in the activities	Effective teamwork. The final product represents something that would have been impossible to accomplish working alone. Learners select group members based on good working relationships. All learners in the group participate actively 100% of the time. Each learner excels in every activity

(<http://www.nuuanu.k12.hi.us/chun/course/vidrubric.html>)



What I Have Learned

A **Video** is a sequence of images with background music that forms a moving picture.

Windows Movie Maker is a freeware video editing software by Microsoft. It is a part of Windows Essentials software suite that allows you to create home movies and slide shows on your computer as well as publish them and share it with your friends through facebook, twitter, G-mail and others.



What I Can Do

A Barangay Officials in your barangay just launched a program in your school that aims to encourage young people like you to engage in business. The Barangay Officials are offering financial assistance to learners to help them expand their business program. As a requirement, Grade 6 learners need to present their initiative on how to promote their product to the Barangay Officials.

In this activity, you are going to create a multimedia presentation using the Windows Movie Maker application. Insert actual pictures or videos of your product.



Assessment

Give the meaning of the following words given below.

1. Video
2. Windows Movie Maker
3. Menu Bar
4. Multimedia
5. Preview Window



Additional Activities

True or False. Write your answers in your notebook.

- _____ 1. To cut some time from the clip, **right click** the audio track and click the **trim** command in the dialog box.
- _____ 2. An audio is a sequence of images with background music that forms a moving picture.
- _____ 3. An mp3 format is an example of a video file.
- _____ 4. To add animation effects, right click the picture in the mediatrack of the Timeline window.
- _____ 5. If you want to stop creating the movie and continue making finer edits later on, then save your project by clicking the **Save Project As**.



Answer Key

What I Know	Assessment	Additional Activities
1. b	Answer may vary	1. True
2. h		2. False
3. f		3. False
4. a		4. True
5. j		5. False
6. c		
7. g		
8. d		
9. i		
10. e		

References

Tarun, Ivy M., MSIT, DIT, Grade 6 ICT and Entrepreneurship (Technology and Livelihood Education Textbook pages 132

<https://www.digitalcitizen.life>

<https://www.scholastic.com/teachers/blog-posts/beth-newingham/movie-making/>

(<http://www.nuuanu.k12.hi.us/chun/course/vidrubric.html>)

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