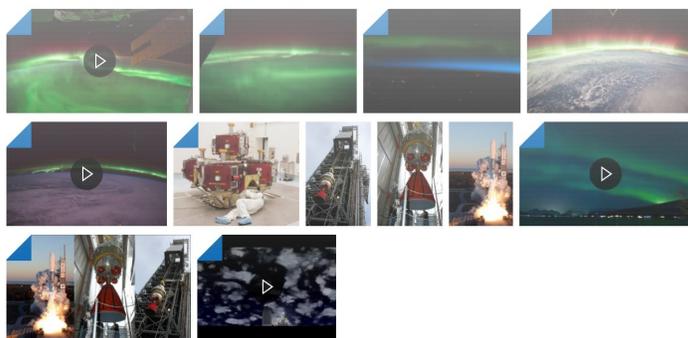


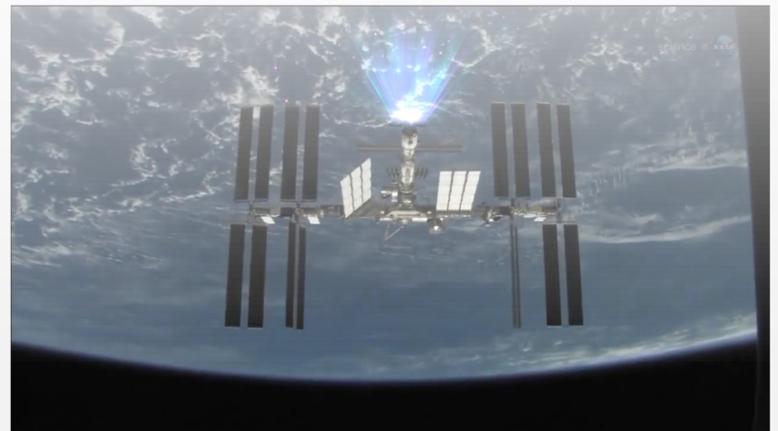
Aurora Borealis 

Project library

+ Add



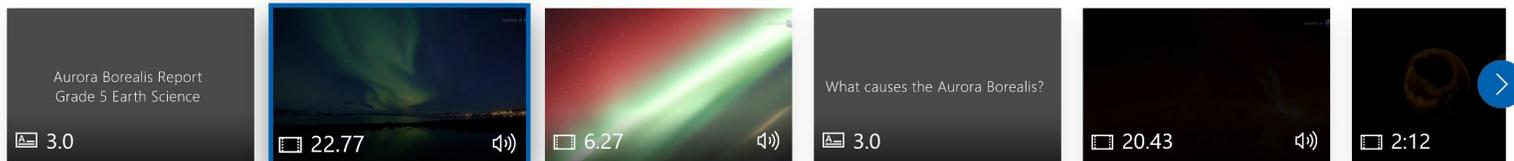
Background music Custom audio Save in OneDrive Duplicate project Export video



0:20 5:06

Storyboard

+ Add title card Trim Split Resize Filters Text Motion 3D effects Remove all



## Creative Agency

# Develop visual storytelling with Video Editor on Windows 10

# Develop creative voice

Windows 10 includes Video Editor, a full-featured set of video creation and editing tools to inspire students and educators to tell stories and express themselves in a digital world. Create films automatically with music, or customize your movie with narration, filters and even 3D effects.



## Storyboard Templates

Use these templates to help students organize before filming and editing.

## Rubrics

Select from a variety of digital storytelling rubrics to help assess student work.

## Project ideas

Quick ideas to get your classroom started creating with video.

## ISTE standards

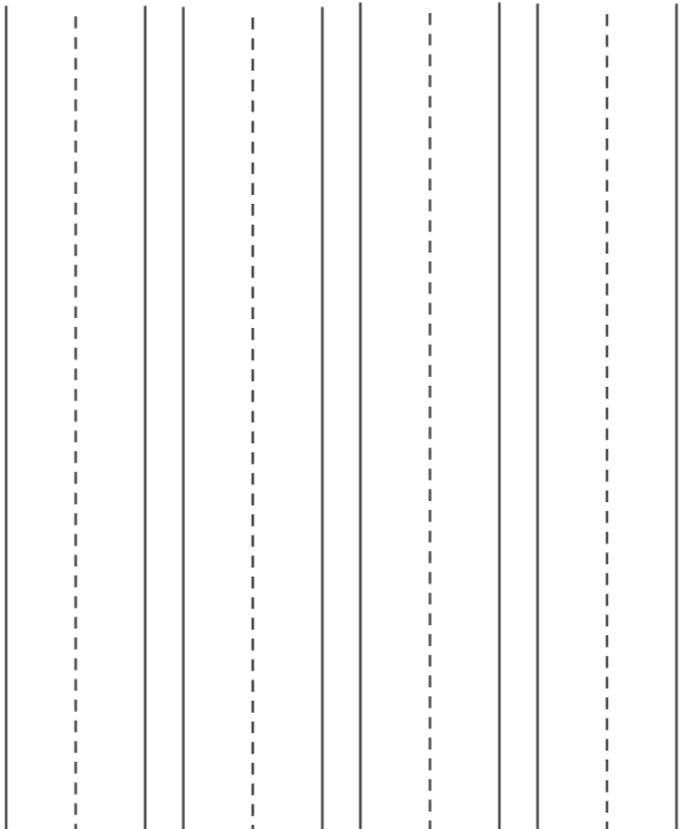
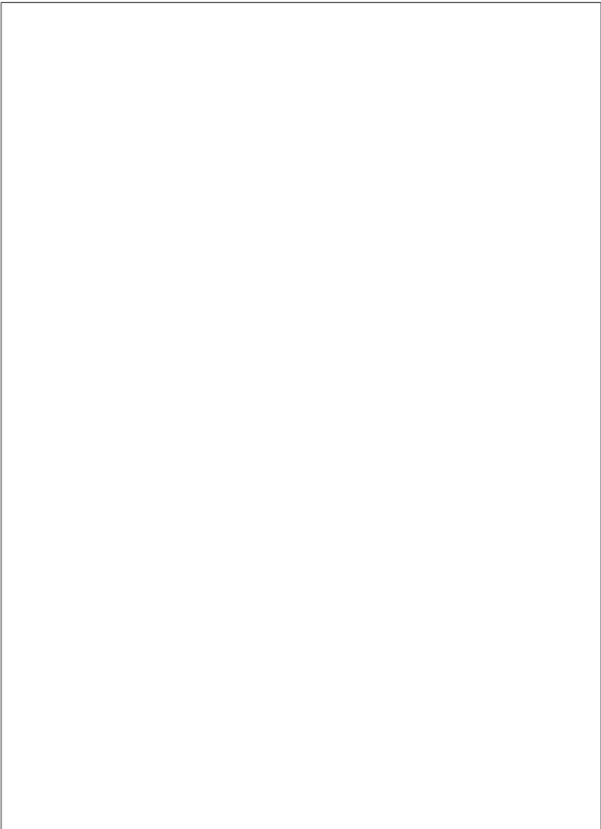
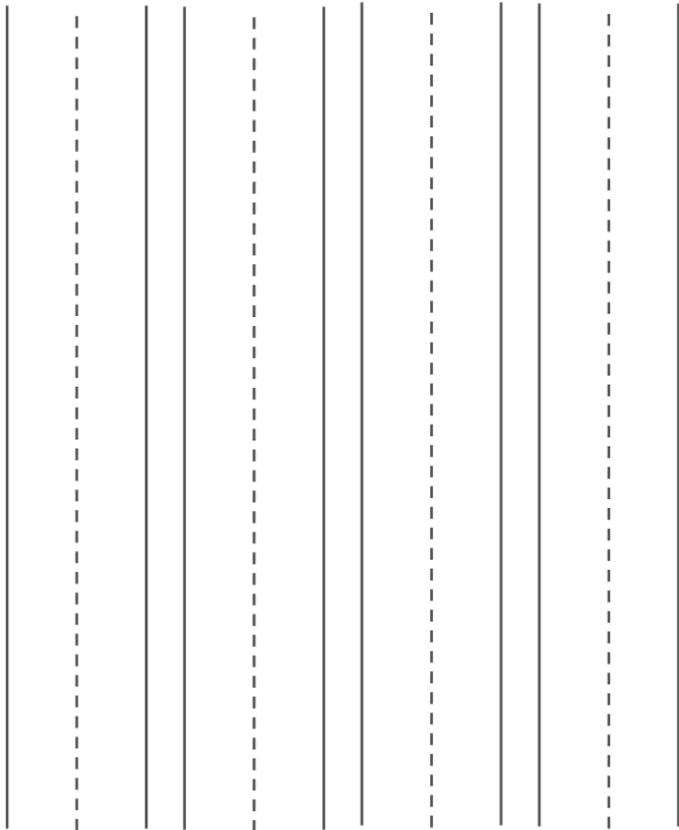
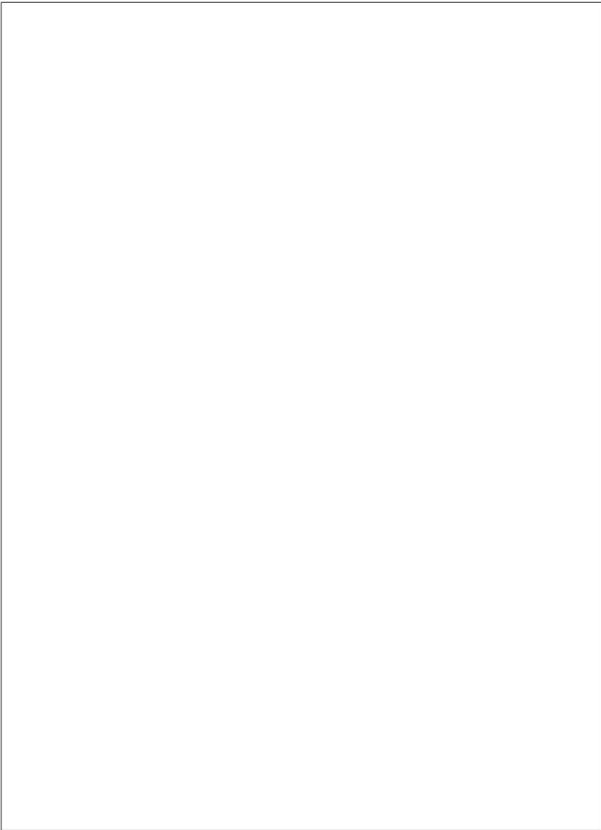
Aside from subject area standards, ISTE standards are also covered by use of Video Editor for storytelling and film production.

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## Contents

- 2** Overview
- 3** Storyboard templates
- 8** Rubrics
- 11** Project ideas
- 16** ISTE standards

**Title:** \_\_\_\_\_



**Title:** \_\_\_\_\_

<b>BEGINNING</b>	<b>DETAILS</b>
	<b>DETAILS</b>

<b>BEGINNING</b>	<b>DETAILS</b>
	<b>DETAILS</b>

<b>BEGINNING</b>	<b>DETAILS</b>
	<b>DETAILS</b>

<b>BEGINNING</b>	<b>DETAILS</b>
	<b>DETAILS</b>

<b>PROJECT NAME</b>		<b>SCENE #</b>		<b>PAGE #</b>	
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<b>CUT</b>	<b>PICTURE</b>	<b>VISUAL</b>	<b>AUDIO</b>	<b>TIME</b>
				<b>TOTAL</b>

<b>PROJECT NAME</b>		<b>SCENE #</b>		<b>PAGE #</b>	
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<b>Picture</b>	<b>Visual notes</b>	<b>Audio</b>	<b>Time</b>

**Title:** \_\_\_\_\_

SCENE:

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Dialogue:
Action:
Effects:

SCENE:

--

Dialogue:
Action:
Effects:

SCENE:

--

Dialogue:
Action:
Effects:

# Digital storytelling rubric

CATEGORY	4	3	2	1	SCORE
<b>Point of View - Purpose</b>	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.	
<b>Point of View - Awareness of Audience</b>	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.	
<b>Dramatic Question</b>	Realization is dramatically different from expectation.	Realization differs noticeably from expectation.	Realization barely differs from the expectation.	Realization and expectation do not differ.	
<b>Images</b>	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.	
<b>Voice - Pacing</b>	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.	
<b>Voice - Consistency</b>	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.	
<b>Soundtrack - Emotion</b>	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.	

# Storytelling rubric

CATEGORY	4	3	2	1	Score
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.	
<b>Presentation</b>	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.	
<b>Organization</b>	Content is well organized.	Content is logically organized for the most part.	The overall organization of topics appears flawed.	There was no clear or logical organizational structure, just lots of facts.	
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas but does not give them credit.	
<b>Attractiveness</b>	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content	

# Video production rubric

CATEGORY	4	3	2	1	SCORE
<b>Storyboard</b>	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning & organization for the visuals in the video.	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.	
<b>Concept</b>	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
<b>Script</b>	Script is complete, and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is professional.	Script is mostly complete. It is clear what each actor will say and do. Script shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning but seems incomplete.	There is no script. Actors are expected to invent what they say and do as they go along.	
<b>Research</b>	Note cards indicate that the group members developed questions about the assigned topic, consulted at least 3 reference sources, developed a position based on their sources, and correctly cited their sources.	Note cards indicate that the group members consulted at least 3 reference sources, developed a position based on their sources, and correctly cited their sources.	Note cards indicate that the group members consulted at least 2 reference sources, developed a position based on their sources, and correctly cited their sources.	There are fewer than two notecards OR sources are incorrectly cited.	
<b>Equipment Preparation</b>	All necessary equipment/supplies are located and scheduled well in advance. All equipment is checked the day before the shoot to ensure it is operational. A backup plan is developed to cover possible problems with power, light, etc.	All necessary equipment/supplies are located and scheduled a few days in advance. All equipment (sound, light, video) are checked the day before the shoot to ensure they are operational. A backup plan is developed.	On the day of the shoot, all necessary equipment/supplies are located and checked to ensure they are operational. There may or may not be a backup plan.	Needed supplies/equipment are missing OR were not checked before the shoot.	
<b>Teamwork</b>	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held, and/or some team members do not contribute a fair share of the work.	

Documentary / Docudramas	
<b>Benefit</b>	<p>Docudramas require learners to “step into the shoes” of a person or an object and take a personal and creative approach to their storytelling to weave together significant facts.</p> <p>The event, person, or learning experience is expressed first-person, during which students demonstrate understanding of key concepts and deliver a lesson learned by making the facts come alive for both the author and the audience.</p>
<b>Example assignments</b>	<ul style="list-style-type: none"> <li>● Re-enact an event or story, such as a major scientific discovery.</li> <li>● Create a myth about the origins of a modern-day invention to share with future generations.</li> <li>● Create legends or tall-tales of a literary character, mathematical concept, or event.</li> </ul>
<b>Tools to use</b>	<ul style="list-style-type: none"> <li>● Use text to introduce your story and give credit at the end.</li> <li>● Use special effects, filters, and other visual enhancements to create a specific mood.</li> <li>● Use background music to amplify mood or set the tone.</li> <li>● Use transitions or motion effects to move smoothly between scenes.</li> </ul>
<b>Example videos</b>	<p>Our Story: Longboarding short documentary, school project:  <a href="https://www.youtube.com/watch?v=6Tllo968-Cc">https://www.youtube.com/watch?v=6Tllo968-Cc</a></p> <p>Bullying documentary, school project:  <a href="https://www.youtube.com/watch?v=Lb5cADiiSMc">https://www.youtube.com/watch?v=Lb5cADiiSMc</a></p> <p>Tape Art: The Johnston High School Project (2012):  <a href="https://www.youtube.com/watch?v=Yd6eqK0-O4">https://www.youtube.com/watch?v=Yd6eqK0-O4</a></p>

<b>Interview</b>	
<b>Benefit</b>	<p>A variation on docudramas, interviews can be somewhat more straightforward to film and edit as they often take place in a single setting.</p> <p>Interviews focus on the first-person narrative and require thoughtful planning and effective storytelling to engage the audience and demonstrate understanding of key concepts.</p>
<b>Example assignments</b>	<ul style="list-style-type: none"> <li>● Be a literary, scientific, or historical character sharing a defining moment when a choice you made touched the world.</li> <li>● Interview a creature or object involved in a process. For example:</li> <li>● Parts of the brain reflecting on the role they play to keep the body moving.</li> <li>● The experience of a caterpillar turning into a butterfly.</li> </ul>
<b>Tools to use</b>	<ul style="list-style-type: none"> <li>● Use text to introduce your story and give credit at the end.</li> <li>● Use text throughout the video to introduce new characters, give backstory, provide captions, or reinforce a point.</li> <li>● Use filters or other visual effects to align to the time period or genre of the story.</li> </ul>
<b>Example videos</b>	<p>Alcatraz school project interview, including escape footage:  <a href="https://www.youtube.com/watch?v=faVyCgenJRA">https://www.youtube.com/watch?v=faVyCgenJRA</a></p> <p>Back to School Interview Project:  <a href="https://www.youtube.com/watch?v=oHzxYt9qBDI">https://www.youtube.com/watch?v=oHzxYt9qBDI</a></p> <p>Voltaire Interview:  <a href="https://www.youtube.com/watch?v=ZXe-YtF4nN0">https://www.youtube.com/watch?v=ZXe-YtF4nN0</a></p>

## Advertising or public service announcements

<b>Benefit</b>	This type of digital storytelling uses the power of personal appeal along with voice, music, and images to influence and persuade the audience. Authors combine a personal message with the lessons learned to create a compelling call to action.
<b>Example assignments</b>	<ul style="list-style-type: none"> <li>● Convince your audience of the value of a scientific theorem, object, artifact, or historical outcome. For example:</li> <li>● Why you should get your own black hole?</li> <li>● Convince others to take a specific action based on the lessons you learned about action/inaction. For example:</li> <li>● An animal convincing others to take care of the environment through a personal story of what happens when you do or do not care for the earth.</li> </ul>
<b>Tools to use</b>	<ul style="list-style-type: none"> <li>● Use special effects, filters, and other visual enhancements to create a specific mood.</li> <li>● Use background music to amplify mood, set the tone, or create urgency.</li> <li>● Use text to reinforce key features or highlight a selling point.</li> <li>● Use voiceover for your pitch.</li> <li>● Use timed screens or pauses in the video to pose a question to the audience, give them time to answer, and then present a response.</li> </ul>
<b>Example videos</b>	<p>“You need this mineral” commercial:  <a href="https://www.youtube.com/watch?v=w5U0SLEQ6eo">https://www.youtube.com/watch?v=w5U0SLEQ6eo</a></p> <p>Water Pollution PSA for Mr. Heggie's 5th Period Class:  <a href="https://www.youtube.com/watch?v=kYlb1x4grDQ">https://www.youtube.com/watch?v=kYlb1x4grDQ</a></p> <p>Band-aid commercial, school project:  <a href="https://www.youtube.com/watch?v=msdY0VkVNQ8">https://www.youtube.com/watch?v=msdY0VkVNQ8</a></p> <p>Albany High School Commercial Project:  <a href="https://www.youtube.com/watch?v=-l4BNYQRZ7Q">https://www.youtube.com/watch?v=-l4BNYQRZ7Q</a></p>

## How-to / Describe and conclude (e.g. book report, lab report)

<b>Benefit</b>	<p>These projects capture the “so what?” or the story behind what students have learned, told in an engaging way.</p> <p>Students share what they have learned in a first-persona narrative. This allows the student to speak directly to their audience as a subject matter expert.</p>
<b>Example assignments</b>	<p>Prepare a lesson on the subject you just studied for a specific audience. For example:</p> <ul style="list-style-type: none"> <li>○ the grade below you</li> <li>○ your parents</li> <li>○ visitors from another planet or people from another time</li> </ul> <p>Describe the process you followed, the outcome achieved, and what you learned or would do differently next time.</p>
<b>Tools to use</b>	<ul style="list-style-type: none"> <li>● Use photos and videos gathered from the internet.</li> <li>● Use diagrams, drawings, graphs, and charts to describe a process or outcome.</li> <li>● Use ink (drawing on a video or a photo) to highlight key points or draw your audience’s attention.</li> <li>● Use voiceovers to tell your story.</li> <li>● Use text for transitions, introductions, and conclusions.</li> <li>● Use timed screens or pauses in the video to pose a question to the audience, give them time to answer, and then present a response.</li> </ul>
<b>Example videos</b>	<p>How to make a paper mache volcano:  <a href="https://www.youtube.com/watch?v=UPYQ9TVgLY">https://www.youtube.com/watch?v=UPYQ9TVgLY</a></p> <p>Is it a simile or a metaphor?  <a href="https://www.youtube.com/watch?v=zNYocxj8F54">https://www.youtube.com/watch?v=zNYocxj8F54</a></p> <p><b>Non-student projects:</b>          Does wearing a hat keep you warm while dancing naked?  <a href="http://bit.ly/Y4I5Wi">http://bit.ly/Y4I5Wi</a></p> <p>What if the Earth were hollow?  <a href="http://bit.ly/OkbdDp">http://bit.ly/OkbdDp</a></p>

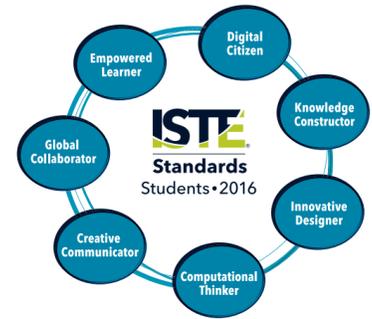
## Music video

<b>Benefit</b>	<p>This form of storytelling asks the student to translate what they have learned into song lyrics.</p> <p>This type of storytelling uses music, visuals, and imagery to create messages that will be memorable for the audience, by highlighting key learnings in a catchy way.</p>
<b>Example assignments</b>	<p>Rewrite the lyrics to a favorite song to highlight your takeaways from the latest chapter, topic, or book.</p>
<b>Tools to use</b>	<ul style="list-style-type: none"><li>• Use special effects, filters, and other visual enhancements to make your video exciting or create a specific mood.</li><li>• Use text to introduce your video and give credit at the end.</li></ul>
<b>Example videos</b>	<p>I will derive! <a href="https://www.youtube.com/watch?v=P9dpTTpjyME">https://www.youtube.com/watch?v=P9dpTTpjyME</a></p> <p>Calculus Thrift Shop: <a href="https://www.youtube.com/watch?v=3VLYduRaDWM">https://www.youtube.com/watch?v=3VLYduRaDWM</a></p> <p>Calculus Song (parody of several Disney songs): <a href="https://www.youtube.com/watch?v=KY5jLWax_RU">https://www.youtube.com/watch?v=KY5jLWax_RU</a></p>

# ISTE Standards for Students

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The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process. Using Video Editor, many of the ISTE Standards for Students are evident and demonstrated throughout the video production process. They are listed below and can be found on the ISTE website in further detail.



## **EMPOWERED LEARNER**

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

**1A** Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

## **KNOWLEDGE CONSTRUCTOR**

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others

**3B** Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

## **CREATIVE COMMUNICATOR**

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**6B** Students create original works or responsibly repurpose or remix digital resources into new creations.

**6D** Students publish or present content that customizes the message and medium for their intended audiences.

## **GLOBAL COLLABORATOR**

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**7C** Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.