

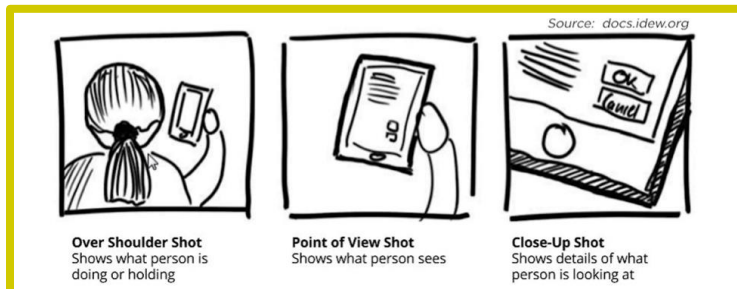
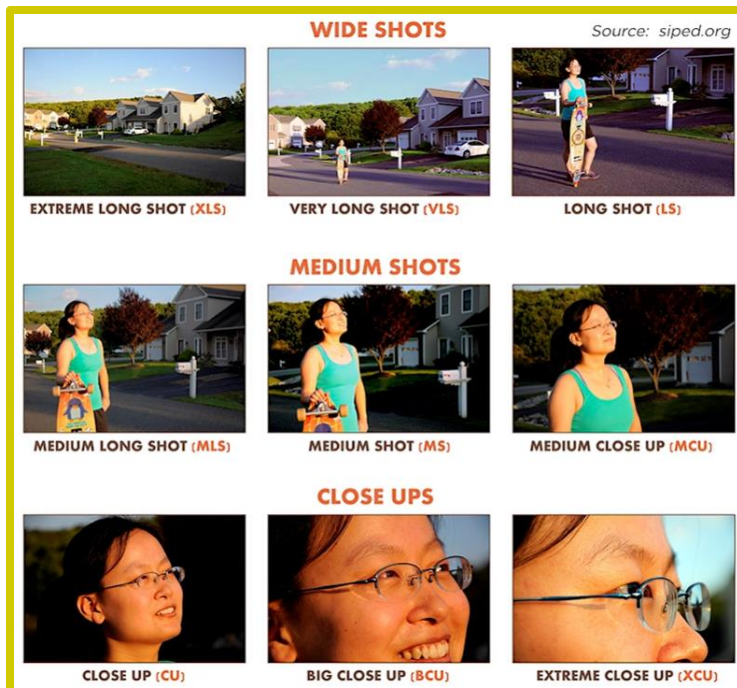
This guide outlines storyboarding best practices for educators who are recording at-home tutorials and want their videos to be both well-planned and dynamic.

**Storyboarding Best Practice Focus Areas:**

1. SHOTS & ANGLES
2. ILLUSTRATING YOUR STORYBOARD
3. SHOT LIST & AUDIO
4. WRITE YOUR SCRIPT

**1. SHOTS & ANGLES**

- Types of shots can include: Close up, Medium, and Wide
- Types of angles can include: Over the shoulder, POV (point of view/perspective of the character), and upward and downward angles (different perspectives, tones, and sizing can create a feeling of inferiority or superiority)
- Shots with movement: panning side to side slowly or tilting up and down slowly.



## Location

- Film in a location with a curated “set” behind you—consider color, artwork/pictures, and plants that will appear in the frame. Take some video or pictures and check how the location looks before officially beginning filming.
- Keep in mind needs for good lighting, sound, and stable camera set up—think about different locations you could film to give some visual variety to explain your activity. Only consider this as it makes sense. Diversity of types of shots, including close ups of details and texture should be prioritized.

## 2. ILLUSTRATING YOUR STORYBOARD

- Illustrate the plan for your video using a storyboard—this will help you pre-visualize how you’d like the final version of your tutorial to come together. In your storyboard, break up your tutorial into as many scenes as possible. Include title cards in your storyboard panels for reference while planning. A blank *storyboard template* is on page 4 of this guide.
- Include notes on the bottom of each scene, describing with what will be happening in the video, what will be said, and any other technical notes.
- Repeating the same scene throughout the storyboard is fine if it comes in and out of what you envision for the potential editing. Illustrate each scene in detail so others viewing the storyboard could use it as a roadmap to understand your concept before you start filming.
- *Illustrated storyboard example:*



## 3. SHOT LIST & AUDIO

- A “shot list” is a useful way to break down scenes that will be filmed in the same location but may not be in sequential order for the final version of your tutorial video.
- Some educators may want to film their tutorial in perfect sequence, as it would be taught live in front of a classroom. But in video, different parts of your tutorial video can be re-arranged and made sequential through editing after filming. The “shot list” helps you think

critically about what sections of your video can be filmed all at once, in the same location, and with the same camera set up.

- When filming multiple scenes in the same location, it is important for the camera angle/position, lighting, and how you look to be consistent. Drafting a “shot list” will help you actualize the final, edited version you planned for in your storyboard and determine what sections of your tutorial can be filmed together, possibly out of sequence for some of your activity.
- After you have finalized your “shot list”, film all the tutorial scenes that occur in your first location. Once you have completed filming those instruction sections and confirmed that your video is good, move on to the next location to film any other sections of your video. Try filming tutorial scenes where you are providing instruction with different types of angles or shots to see which version works best and to give yourself a few audio options when editing.

### **B-roll and Voice Over**

- B-Roll is support footage (a term that comes from the early filmmaking, when “A-Roll” referred to the main thing being filmed). Film as much B-roll footage of your activity as possible. Try filming the tutorial supplies on your table, different angles, still shots, and close ups of paint brushes. Let yourself have fun with it! This will help make your video more visually engaging than just a 'talking head' instructional video.
- Voice over is when you hear someone talking but don't see them saying the words. It could be video of objects or of the person / any person doing an activity. This can be a nice way to have instruction, showing something being done but still getting the verbal support to move through the activity. Try filming yourself giving an overview of what will be happening, then filming yourself just doing the activity, and imagine your voice is playing over this video, giving the instructions. You may mix and match, having voice over mixed with video of you doing an activity and looking up to explain something you want to point out, some detail in the moment. Also, these aspects may all come together a bit differently in editing than you originally envisions, but it's good to give yourself some options and room the play, so the final video has creative elements, along with your activity.

## **4. WRITE YOUR SCRIPT**

- Write as detailed of a script as possible. This is what you will be saying in each scene. This will help you stay on track and these are spoken elements that should be practiced beforehand so that you can give a smooth delivery.
- Add as many elements and notes as you would like in your script as well, it should be a document that matches the storyboard so that they can be used in tandem.

Storyboard Template

			Title _____
			Scene _____
			Page _____