

Post Production: Make the Cut

DIGITAL POD EXPERIENCE
PRESENTED BY LAWRIE SILVERSTRIN

OBJECTIVES

Have you ever considered the different ways you can approach your scene in the edit suite? How your choices here can engage your audience with a different pace and bold choices? This session with Lawrie Silverstrin shows you how to make the cut. The exercise will allow students the opportunity to practice editing real footage.

AGE RECOMMENDATION

Upper Secondary Year 11 & 12,
Advanced media students.

DURATION

- Recorded duration: 32:09
- Estimated duration, including tasks: 1.5 to 2 hours

EQUIPMENT

- Pen and paper
- Device with editing software

LESSON PREPARATION

- View clip in entirety.
- Download rushes for Serangoon Road and place in folder accessible to students. (Please note Copyright information)
- Read information about the presenter.

LESSON

- View Part 1 of the session (15 mins) with the class. Pause the clip. Discuss the key points Lawrie has made about editing and the role of the editor, and the scene that he walked students through - eg why he has chosen to use wide shots or close ups at various points.
- View the rushes for the scene referred to by Lawrie with students - Episode 8 Rushes.
- Once this is complete, provide the students with the rushes and give them some time to edit together the scene. How long you wish to give them for this task depends on the level and capability of the students. The focus is on creating the story of the scene. You may wish to ask students to share their work with each other. Again, this will depend on your class.
- Next, view Part 2 (16 mins), pausing at 29 minute. Discuss the key points of the clip.
- As with the episode 8 rushes, allow students time to use the rushes from episode 9 to edit together the scene. Students may share their final product with each other
- View Part 3 of the main clip.
- Discuss challenges and reflect on the editing process.

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PRESENTER PROFILE - LAWRIE SILVERSTRIN



Lawrie has worked as a drama and documentary picture and sound editor for almost forty years. During that time, he has received four AFI/AACTA Awards and has been nominated for a further six. He has been awarded ASE Accreditation for his many editing achievements and his years of service to the film community and the art of film editing culminating at the 2016 WA Screen Awards where he was awarded the Screenwest Outstanding Contribution To The Industry Award.

His credits include: the feature films Great White, Blackfellas, Babe and Justice and the feature documentaries Wild Butterfly, Dying To Live, Hotel Coolgardie and Whiteley (Winner of four 2017 AACTA Awards including two for Lawrie, Best Editing and Best Sound) and the TV documentaries: Desert War – Tobruk (Winner of Best Editing 2014 AACTA Awards), Jandamarra's War (Winner of Best Documentary 2011 AACTA Awards), The Man Who Jumped (Nominated for Best Documentary 2012 AACTA Awards), Singapore 1942 (Nominated for Best Doco Series 2012 AACTA Awards), Leaky Boat (Nominated for Best Documentary and Best Editing 2011 AACTA Awards), The Black Road (Winner of Best Documentary and Best Film of Festival 2006 Mumbai International Film Festival and Nominated for Best Editing 2006 AACTA Awards), Playing The Game (Nominated for Best Documentary 2001 AFI Awards), Paying For The Piper (Nominated for Best Documentary and Best Editing 1998 AFI Awards).

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CURRICULUM LINKS

Media Production & Analysis

Media Ideas

Students use critical awareness and cultural understandings to explore and develop media ideas.

- understand how media communicate ideas in particular contexts and for different audiences and purposes
- explore technologies, codes and conventions to create meaning and develop ideas

Media Production

Students use skills, techniques, processes, conventions and technologies to create media work for audience, purpose and context.

- use media skills, process and technologies
- use media codes and conventions for audience, purpose and context

Responses to Media

Students use critical, social, cultural and aesthetic understandings to respond to, reflect on and evaluate media work.

- understand how meaning is constructed in media work
- understand interrelationships between media work, cultural contexts and audiences

English

Language

Expressing and Developing Ideas: Visual language - How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.

Literature

Literature and Context: How texts reflect the context of culture and situation in which they are created.

Creating Literature:

Creating literary texts Creating their own literary texts based on the ideas, features and structures of texts experienced

Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts.

Creating Texts

Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features

Use of software Using a range of software applications to construct and edit print and multimodal texts.