

# DEFINING NATURAL LIGHTING



Module II



Course  
Video  
concept



Topic 2  
Camera  
Settings



Lesson 4

## Activity

- **Short Description:** Students will practice how to use natural lighting by shooting some scenes about some natural or cultural heritage.
- **Methodology:** Research-based learning.
- **Duration:** 2 hours
- **Difficulty (high - medium - low):** medium
- **Individual / Team:** footage individual/discussion in group
- **Classroom / House:** footage in the street/discussion in the classroom
- **What do we need to do this activity?**
  - **Hardware:** Video Camera
  - **Software:** none
  - **Other resources:** pen and paper

## Description

- **Text description:** the purpose of this activity is students to be able to properly use natural lighting when shooting a sequence. They will shoot several sequences using different qualities of natural lighting: intensity (high or low), direction (front, side, rear, zenith or nadir), quality (hard or soft) and colour (warm or cold)



## Instructions:

Each student will work with a different heritage element. They should use a video camera or a smartphone. For each sequence, they should configure the camera settings according to what they have learnt in the previous lessons. These are the steps to follow:

1. Select the cultural or natural heritage to disseminate through a video (apply what you have learnt in topic 1)
2. Shoot 5 sequences of your selected heritage using different directions of natural light (front, side, rear, zenith or nadir). Choose a time when the light is less intense (golden hour, blue hour and twilights). Compare the results.
3. Shoot sequences of the same heritage in different moment of a sunny day and of a cloudy day. Pay attention to the intensity, quality and colour of the light use in each shoot and draw your conclusions.
4. Recover the script you prepared in activity A.T1.L2.1. Include natural lighting information for each sequence.

## Expected outcomes

- Use natural lighting to shoot the sequences about some cultural/natural heritage.


**This activity can be used in other (module, course, topic, lesson):** None

**DIGICOMP (Competences developed):** developing digital content

**ENTRECOMP (Competences developed):** learning through experience; planning and management



Example:

| SEQUENCE 1- INTRODUCTION |  |
|--------------------------|--|
| <b>DESCRIPTION</b>       | Brief introduction to The Marjal de Gandia   |
| <b>DURATION</b>          | 1'   |
| <b>RESOURCES</b>         | Video showing this view (trying to shoot some birds!)<br>   |
| <b>TEXT (voice-over)</b> | The Marjal de Gandía occupies 37% of the total surface of the Marjal de la Safor about 450 Ha of the total extension of 1,225 Ha. Geographically and morphologically, it is a humid zone developed in a coastal plain and that presents a great biodiversity of flora and fauna. The water supply of this ecosystem comes from groundwater, which emerges through springs. These natural sources contact the underground aquifers with the surface and are called ullal. |
| <b>LIGHTING</b>          | Sunny day<br>Time: close to the golden hour (shortly before sunset)<br>Light intensity: low<br>Direction: rear<br>Quality: soft<br>Colour temperature: warm (the sun hides behind the mountains thanks to its geographical location)   |

