Music video (S2-S3)

Vocal Ease More

Utilising Video – How it adds value

* [**Watch a short video on the benefit of using video with students.**](https://vimeo.com/321854398/f8185f1e01)
* [**Watch a short video overview of the teaching points.**](https://vimeo.com/321854629/0bb5328313)
* [Student made rap music video example 1](https://www.youtube.com/watch?v=grqjUaeXQHk&t=24s)
* [Student made rap music video example 2](https://www.youtube.com/watch?v=5mdTI3uBxQQ)
* **[Version of the full version with chorus lyric but no verse lyric (MP3)](https://schoolsequella.det.nsw.edu.au/file/8a38fe1c-bcc4-479b-89f0-8fd98db32a6f/1/Rubbish-rap-no-verses.mp3)**

Making a music video

The aim of this teaching strategy is to add a visual component to the listening, composing and performing skills taught with Rubbish Rap.

In this section, students will have the opportunity to engage with visual literacy by composing a digital story that compliments the sustainability theme of Rubbish Rap using storyboarding and basic film techniques. Each of the activities breaks down practical ways to engage students in the joint process of creating a whole class music video.

Begin by revisiting Rubbish Rap and discussing the themes and the purpose of the song. Then start generating ideas about how the messages in the song can be represented visually in a music video. What extra impact that could have on an audience?

Quick start menu

1. Listen to the shortened version of the Rubbish Rap. Focus on the structure and meaning of the song. Watch other music videos to gain an understanding of visual musical storytelling (ensure you have viewed them first and deemed them appropriate).
2. Rehearse the chorus and then decide on how to perform it as a whole class.
3. Write lyrics for a section of a verse in small groups and record them as an audio track.
4. Film the verses using a green screen.
5. Teacher guided edit of the music video with contributions from the students.

Key to icons

Concepts of Music

Duration Duration

Pitch Pitch

Dynamics Dynamics

Tone colour Tone colour

Structure Structure

Learning experiences

Performing Performing

Organising sound/composition Organising sound/composition

Listen Listen

Learning across the curriculum

| Cross-curriculum priorities | General capabilities | Other learning across the curriculum areas |
| --- | --- | --- |
| Sustainability | Critical and creative thinking  Ethical understanding  Information and communication technology capability  Literacy  Numeracy  Personal and social capabilities | Civics and citizenship |

Important technical considerations

The content in this module is heavily reliant on the use of technology. Whilst it has been designed in an accessible and achievable way for all teachers it has been written for use with the software applications iMovie and GarageBand. These are both apple software products that work best on an apple laptop or apple desktop computer. If the teacher implementing this unit of work has a Mac computer the content can be followed exactly as written.

If a Mac computer is not accessible here are some modifications that need to be made:

1. The project can be edited on an iPad or smartphone using the iMovie app. The limitation here is that iMovie on a tablet or smartphone doesn’t have the capacity to create a green screen effect. The two solutions to this are to film the green screen scenes with aesthetically pleasing backgrounds available at the school instead of shooting with a green screen. The second alternative is to download a green screen app such as ‘Green Screen by Do Ink.’ Green screen apps do incur a small cost but are easy to use with tutorials available through the app and online.
2. Edit the project on a PC using a similar software application such as Windows Movie Maker. The instructions detailed in this module and accompanying videos will be similar to this software but not identical. Audacity is a good PC substitute for GarageBand when it is comes time for music recording and editing. To use either of these apps refer to tutorials provided by the software or search for them online on a platform such as YouTube.

Get familiar

Purpose and outcomes

MUS2.1 To revisit the Rubbish Rap.

MUS2.2 Exploring the music video form.

MUS3.1 Keeping the beat with Rubbish Rap.

MUS3.2 Exploring the structure of Rubbish Rap.

| Learning experiences | Activities S2-S3 | Concepts of music |
| --- | --- | --- |
| Listen | **Context** - with words displayed, listen to the reduced version of the Rubbish Rap. Discuss what the song is about and why the message is important. Introduce to the class that they will be creating a music video to this song. Find out from the students what they know about music videos. | Tone colour Structure |
| Listen | **View** – watch a music video. Some examples of child friendly music videos include: [Happy - Pharrell Williams](https://www.youtube.com/watch?v=y6Sxv-sUYtM&index=5&list=PL5Hpo9UEMOP9Fn_fbx0YRYmBpIyjGWegc), [Shake it Off - Taylor Swift](https://www.youtube.com/watch?v=nfWlot6h_JM&list=PL5yU15ULMFNDnHNUtsGznFhf1sgz6bpdH), [Can't Stop the Feeling - Justin Timberlake](https://www.youtube.com/watch?v=ru0K8uYEZWw), [On Top of the World - Imagine Dragons](https://www.youtube.com/watch?v=w5tWYmIOWGk&list=PLWLlkFICHOB5Amt6T7IPawzxX4WNNyH4N&index=17), [Drag Me Down - One Direction](https://www.youtube.com/watch?v=Jwgf3wmiA04) [Thinking Bout Somethin' - Hanson](https://www.youtube.com/watch?v=TmG0DqhfDbY)  Discuss techniques used in the videos that you watch as a class. Points for discussion include: humour, narrative, colour, lip-syncing, costume, dance, camera movement, cutaways and overall purpose. | Tone colour Structure |
| Organising sound/composition | **Focus** on the purpose of the song, why would a song like Rubbish Rap need to be written? Why do people need to hear the song? What are the key messages in the song? How could you interpret the song? Why would a video be a powerful medium to share the song?  The filming of the video will be broken into 3 major sections: instrumental, verse and chorus. | Structure |

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| Listen Organising sound/composition Performing | **Investigate the music** – listen to the song again, this time with a structural focus.  Discuss the:   1. instrumental introduction 2. chorus 1 3. short instrumental break 1 4. 1st verse, (8 lines) 5. short instrumental break 2 6. 2nd verse (8 lines) 7. short instrumental break 3 8. 3rd verse (8 lines) 9. short instrumental break 4 10. chorus 2   Revise how the verse is separated into 8 lines which have 4 beats per line. Lead the students in keeping the beat with the recording.  In a music video context, discuss with the class how this song could be best broken up to convey the message and give all students a chance to perform. | Duration Structure |

Spice it up

Purpose and outcomes

MUS2.1 MUS3.1 Exploring the music video form.

MUS2.4 MUS3.4 Counting beats and phrases.

Performing musical lyrics with expression and meaning.

| Learning experiences | Activities S2-S3 | Concepts of music |
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| Listen | **Discuss** – explore camera movements in videos. The previous shots have been either static (as in the green screen verses) or wide and close up (as in the instrumental section). Have a look at some music videos where they rely heavily on camera movement without edits for example [Start All Over - Miley Cyrus](https://www.youtube.com/watch?v=m-jRHI3INyg)  What is the benefit of moving the camera for filming? What can go wrong when moving the camera for long shots? How does moving the camera enhance the music? How could the class use camera movement for the filming of the choruses? | Tone colour |

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| Performing | **Explore –** divide the class into 2 large groups and explain the brief, which is: one continuous shot to capture the chorus. Group 1 performs chorus 1 and group 2 performs chorus 2.  The groups decide on the position of students for two continuous shots. Filming in a large space like the playground would be ideal for a continuous shot like this.  The idea with this shot is that the camera moves to reveal new students rapping the chorus and performing an action. Students work out their actions, positions and a location in the school for this single shot take. | Tone colourStructure |
| Performing | **Rehearse** – perform the lyrics of the two Rubbish Rap choruses from the shortened version. They are almost identical except for the last line which is ‘so let’s recap’ the first time, and ‘that’s that’, the second time.  For footage shot in one continuous shot, rehearsal is essential. Think of these two shots as a live play so that all the students (and the cameraperson) know where they have to be for each moment of the chorus. This takes more time to film, but is much easier at the editing stage.  Once students are positioned, rehearse using a recording device for handheld video.  The filming should be undertaken by a student. The best idea would be to use a student from the other group to film so that no students miss out on being captured. | Tone colour Structure |

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| Performing Listen | **Film** – using a handheld camera, move smoothly through the two choruses with the student pre-set and using the shortened version of Rubbish Rap playing for the students to sing along with.  Some tips for best results with a continuous shot like this:   * natural outdoor light is great for filming a shot like this, avoid indoor areas as some parts may be poorly lit * rehearse so both students and teacher with camera know how the final shot will be structured * as the camera moves, new students and ideas should be revealed. Walking backwards or around corners is great for reveals * if you have access to a dolly or a track this will enable the shot to look much smoother. A well-rehearsed handheld camera shot will also look very effective. | Dynamics Tone colour Duration |

Create it

Purpose and outcomes

MUS2.1 MUS3.1 Analysing lyrical structure of original verses.

MUS2.2 MUS3.2 Writing and performing lyrics for new Rubbish Rap.

MUS2.4 MUS3.4 Recording new lyrics using backing track.

| Learning experiences | Activities S2-S3 | Concepts of music |
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| Organising sound/composition Listen | **Meaning and organisation** – divide the class into 12 groups of 2 or 3. Each group will be assigned 2 lines of a verse to write and perform.  Once groups are assigned, play the full performance track and count the length of time each group will have by counting the beats (4 beats per line by two lines)  Discuss the meaning and importance of the lyrics that the students are about to write.  Analyse lyrics like ‘Crack down, back up. Reuse that coffee cup.’ Discuss rhyme, assonance, alliteration and rhythm (including the syllables). | Structure |
| Organising sound/composition | **Write** –in groups of 2 or 3 have the students write their 8 beat (2 line) verse section.  Some tips for writing lyrics:   * keep it simple, the less words the better, * keep the beat while sharing and performing ideas – the main objective here is fitting the message into the timings of the rap, * make sure your message makes sense - sometimes rhyming gets in the way of meaning. | Duration Structure |
| Performing Listen Organising sound/composition | **Rehearse** – with a tablet or similar device students rehearse their lyrics to the full backing track.  Lyrics can still change at this point if they are not working as well as the group had planned. Work with each group to make sure the lyrics work with the beat both in meaning and duration.  Establish and write down the sequence of students in the song. There will be 4 groups per verse (each group therefore has two lines). Each verse should have a similar message within it. | Dynamics Tone colour Duration |
| Performing ListenOrganising sound/composition | **Record** – with one group at a time, use GarageBand or a similar recording application such as Audacity to record each verse.  [**How to record audio on GarageBand**](https://vimeo.com/321705928/302b1e3d0c)  **Major points:**  loading backing track  isolating vocals  recording using layers  exporting final track  The teacher will need to work with one group at a time. It is essential that the other groups are silent during this process as any sound can be picked up by the device’s microphone. Each group should take no more than 15 minutes to record.  The teacher needs to have sole responsibility of audio recording due to the complexity of this stage of the process. | Dynamics Tone colour Duration Structure |

Capture it

Purpose and outcomes

MUS2.1 MUS3.1 Performing musical lyrics with expression and meaning.

MUS2.4 MUS3.4 Creating a visual story for the lyrics using green screen.

| Learning experiences | Activities S2-S3 | Concepts of music |
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| Performing | **Collaborate** – have the students practice performing their verse lines (remember each group has two verse lines) and how they are going to present it to camera. This includes expression, meaning and intention. The lyrics can be performed as audible singing even though the final video will be to the newly recorded Rubbish Rap track. Having the students sing the lyrics makes the lip-sync more expressive and realistic. | Dynamics Tone colour Duration |
| Organising sound/composition | **Storyboard** – in their groups have the students to illustrate how they’d like their verse line to appear visually on video. Each group can draw their pictures individually, but must decide on two final pictures per group. One of the shots will be the lip sync to the vocals and the other shot will be a movement to the beat (that will be used in the instrumental breaks).  Part of this process involves selecting an image that the students would like as their background. This can be part of their drawing. Once the final visual representation of the group verse line is selected, students are to find a background from Google images (copyright filter on).  Explain that the verse lines will be shot using green screen. The video below will illustrate this simply for the students.  [**What is green screen video**](https://vimeo.com/321685631/98cd12e05a)  **Major points:**  **What is green screen**  **Example of footage with green screen**  **Example of footage with superimposed image** | Tone colour |

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| Performing | **Present** – once the students have rehearsed and feel confident with the lyrics they are to perform for the class. Part of the performance is to tell the class what their background will be and why they chose it. | Dynamics Tone colour Duration |
| Performing Listen | **Film** – in front of green screen, record the students singing along with Rubbish Rap. Roll back the track far enough so the students are aware of when they sing their line.  [**How to film for green screen video**](https://vimeo.com/321691533/bd1dd6a365)  **Major points:**  Setting up screen  Camera on tripod  Performer positioning  Lighting  Students can assist with the filming of their peers green screen shots on the tablet or video device tripod if available (this makes it easier for editing). Film the vocal or lip sync shot first and the movement or dance shot second.  Once the students have finished their takes, move on quickly to the next group. The benefit of making a music video is that the class can watch the entire filming process when they’re not involved and do not need to be completely silent as the audio will not be used in the final project. The less footage shot at this point means a much easier post-production process. Check footage back to make sure students sang in time with the recording and conveyed the appropriate expression for their line. | Tone colour Duration Dynamics |

Arrange it

Purpose and outcomes

MUS2.2 Exploring and assemble the structure of Rubbish Rap.

MUS3.2 Creating a visual story for Rubbish Rap using video editing tools.

Observes the visual representation of musical dynamics through a waveform.

| Learning experiences | Activities S2-S3 | Concepts of music |
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| Structure | **Upload** – using your computer, sync or download all footage to a device for editing. Delete any unnecessary clips to streamline whole class edit.  The main editing software available to teachers in school is iMovie which can be found on iMacs or Macbooks. Alternatively the similar Windows Movie Maker can be found on any Windows based PC or laptop.  [**How to upload footage onto editing software**](https://vimeo.com/320434325/051cd92025)  **Major points:**  Using an ipad or iphone and imovie  Connecting a device | Organising sound/composition |

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| Structure | **Arrange** – using editing software on an interactive whiteboard or projecting device, arrange the footage as a whole class.  The goal here is to identify the clips and then ask students to drag or drop them into the timeline in sequence. There should not be too many clips in this video. Keeping the whole process as simple and streamlined is paramount.   1. Instrumental dancing clip 1 2. Chorus movement shot 1 3. Instrumental dancing clip 2 4. Verse group 1 5. Verse group 2 6. Verse group 3 7. Verse group 4 8. Instrumental dancing clip 3 9. Verse group 5 10. Verse group 6 11. Verse group 7 12. Verse group 8 13. Instrumental dancing clip 4 14. Verse group 9 15. Verse group 10 16. Verse group 11 17. Verse group 12 18. Instrumental dancing clip 5 19. Chorus movement shot 2   [**How to sequence footage in editing software**](https://vimeo.com/321696126/0aedae1f09)  **Major points:**  Dragging ,dropping and labelling clips in iMovie | Organising sound/composition |
| Structure | **Trim** – shorten and cut clips to make them fit in with the music.  [**How to trim footage in editing software**](https://vimeo.com/321697443/711df74a92)  **Major points:**  Trimming footage in iMovie | Organising sound/composition |
| Structure | **Filter** – as a class, contribute to the look of the video by suggesting filters to put on chorus shots (2 and 19).  [**How to filter clips in editing software**](https://vimeo.com/321698481/d778870857)  **Major points:**  Filtering clips in iMovie | Organising sound/composition |
| Structure | **Chroma key** – student background images can then be keyed over the green screen shots. Make sure both the video clips and the backgrounds have been preloaded onto iMovie for this activity to run smoothly.  This process involves converting the verse group shots filmed in green screen to clips with the backgrounds that were selected by students from Google images earlier.  Watch the video below with the class. Then students can take turns converting their clips on the smart board with teacher guidance. The process is very straightforward and should only take each group 2 or 3 minutes to complete.  [**How to chroma key clips in editing software**](https://vimeo.com/321700348/a912f3737d)  **Major points:**  Chroma Keying in iMovie  Exporting the video clip | Organising sound/composition |

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| Dynamics Structure | **Fine Tune** – complete the editing of the project to a final product. This is best achieved in teacher time.  This part of the process is very much the reality of editing – time consuming and repetitive.  The main part of this final editing process is to audio sync the clips to the original track. This can be briefly demonstrated to the students to show them how the visual waveform of the music and video matches up to create an audio sync.  Once achieved, the music video can be shared or exported from the software and presented.  [**How to audio sync clips with music in editing software**](https://vimeo.com/321702548/673dc78b97)  **Major points:**  **Audio syncing clips with music** in iMovie | Organising sound/composition |

Where to from here?

Purpose

* Sharing the message of sustainability with the wider school community.
* Creating lyrics that fit together with musical concepts such as duration.
* Creating a musical narrative to explore sustainability.

Activities S2-S3

* Screen music video for whole school or stage as performance pieces.
* Enter the music video in an educational film festival.
* Perform the Rubbish Rap live using the backing track.
* Make up your own rap. Use the backing track provided or make your own using body percussion. Again create film clips to accompany it.
* Teach another class how to record and edit film clips.



* Design posters and an advertising campaign for both the promotion of the music video and the message of waste disposal.
* Create musical instruments using found objects such as gumnuts, sand or gravel and package them in a small cardboard box or similar receptacle to create a shaking instrument.
* Explore different ways of keeping the beat for Rubbish Rap or a class composition using found objects as percussive instruments such as rubbish cans, basketballs, chip packets or fallen twigs.
* Create one shot music videos in small groups of students using tablets and the instruments created with found objects.



* Creative arts: drama – create short plays on the theme of sustainability and rubbish. These could explore ‘a world covered in rubbish’, ‘a day in the life of an empty chip packet’ or ‘using rubbish for good’.
* HSIE: geography –explore the balance in nature between the environment and humans and what effect the interrelation has on the environment. Investigate parts of the world where human interference is minimal such as the Galapagos Islands. Discuss how we could care more for our environment to restore some of that natural balance.
* English – using appropriate texts such as ‘Bee and Me’ by Alison Jay or ‘A Walk in the Bush’ by Gwyn Perkins, explore the themes of how other species are affected by human impact on the environment. How we can make the world a better place for those we share it with.
* Science and technology – explore the needs of living things. This involves the needs and wants of humans and all other living things in our surrounding environment. Investigate the differences between the man-made world and the natural world. What effect does this have on all living things?