Music video (ES1-S1)

Vocal Ease More

Utilising Video – How it adds value

* **Watch a short video on the benefit of using video with students**
* **Watch a short video overview of the teaching points**
* [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)

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. Add movement and simple choreography to the instrumental sections of the song.
3. Create visual representations of the verse lyrics and perform for video in pairs.
4. Rehearse the chorus and then decide on how to perform it as a whole class.
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

Listening 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 application iMovie. This is an apple software product that works 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. To use that app or similar refer to tutorials provided by the software or search for them online on a platform such as YouTube.

Get familiar

Purpose and outcomes

MUES1.1 To revisit the Rubbish Rap.

MUES1.4 Exploring the music video form.

MUS1.1 Keeping the beat with Rubbish Rap.

MUS1.4 Exploring the structure of Rubbish Rap.

| Learning experiences | Activities ES1-S1 | 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 appropriate 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. Talk about the introduction, chorus, instrumental break, verse, instrumental break and chorus. 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 |

Move to it

Purpose and outcomes

MUES1.1 MUS1.1 Creating and performing accompaniments such as body percussion with movement.

MUES1.2 MUS1.2 Counting beats and phrases.

MUES1.4 MUS1.4

| Learning experiences | Activities ES1-S1 | Concepts of music |
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| Performing Organising sound/composition Listen | **Experiment** – discuss some different ways to perform body percussion to the song such as clapping, clicking, patsching and stomping.  In pairs students devise body percussion and movements to perform for the class. The shortened backing track without vocals will provide the beat without lyrics. | Duration |
| Performing | **Perform** – in pairs students perform their body percussion or movements for the class. Once the students have performed, display the group number and the name of their most significant movements. These movements will be the basis of the whole class choreography for the video footage for the introduction and instrumental breaks. | Duration |
| Performing Organising sound/composition | **Choreograph** – using the favourite movements from the pairs as negotiated with the class, allocate which are going to be used for the introduction (8 bars) and the two dance breaks (8 bars). This can be as simple as bars 1 and 2 waving arms high, bars 3 and 4 clapping hands to the eight beats. Record the movement structure for everyone’s reference. | Duration Structure |
| Performing Organising sound/composition | **Rehearse** – follow the movement structure using the notated movements on the board and the shortened backing track. | Duration Structure |

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| Performing Listen | **Film** – video record the students performing the choreography to the instrumental sections using a tablet or smartphone.  Negotiate a good place to film in the school grounds. The main factor in choosing a location is somewhere where the backing track can be easily heard, where the students are comfortable and in a location where the dancing will cause minimal disruption.  Complete one rehearsal with the backing track and check that the dancing and background are well-framed in the recording device.  Films the second rehearsal through with a locked off wide shot (a shot that doesn’t move, and that frames all the students). This can be achieved by holding the recording device very still or attaching the device to a tripod. Record the entire run through even when the students aren’t performing the verse and the chorus. This will make the process easier in editing.  During the third rehearsal, film the teacher moving closer to the action with the recording device and capturing close ups or mid shots of the individual or paired students performing.  Two shots of this section with the backing track should be sufficient for the music video. If you feel students were missed in the second run through, film a third one. Review the footage to ensure the capture is usable. Keep in mind the less footage filmed the more straightforward the editing process will be. | Duration Structure |

Imagine it

Purpose and outcomes

MUES1.1 MUS1.1 Performing musical lyrics with expression and meaning.

MUES1.2 MUS1.2 Understanding the basic structure of the song – instrumental, chorus, verse.

MUES1.4 MUS1.4 Creating a visual story for the lyrics using green screen.

| Learning experiences | Activities ES1-S1 | Concepts of music |
| --- | --- | --- |
| Performing Listen Organising sound/composition | **Assign** – divide the students into eight groups, one for each verse line in the song (8). Then assign each group a verse line from Rubbish Rap such as ‘Plastic bags aren’t so cool.’  Note: For ES1 and S1 this activity has been designed as a straight lip-sync of the original recording and lyrics. The S2 and 3 module contains both a lyric writing and audio recording component. | Duration Structure |
| Performing | **Workshop** – students practice the words for their verse line and how they are going to present it to camera. This includes expression, meaning and intention. The lyrics can be performed as audible singing despite the final video being to the original Rubbish Rap track. Having the students sing the lyrics makes the lip-sync more expressive and realistic. | Dynamics Tone colour Duration |

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| Organising sound/composition | **Storyboard** – students in their groups illustrate how they would like their verse line to appear visually on video. Each group can draw pictures individually, but must decide on one final picture per group.  Part of this process involves selecting an image that the students would like as their background. This can be part of their drawing and then once the final visual representation of the group verse line is selected, students find a background from Google images (with the copyright filter on)  Explain that the verse lines will be shot using a 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 |
| Performing | **Present** – once the students have rehearsed and feel confident with the lyrics, 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 |

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| Performing Listen | **Film** – students stand in front of the green screen singing along with the shortened version of Rubbish Rap. Scroll back the track far enough for the students to be 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  Once the students have finished their take, 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 don’t need to be completely silent as the audio will not be used in the final project. Remember that the less footage shot at this point, a much easier postproduction 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 |

Spice it up

Purpose and outcomes

MUES1.1 MUS1.1 Exploring the music video form.

MUES1.4 MUS1.4 Counting beats and phrases.

Performing musical lyrics with expression and meaning.

| Learning experiences | Activities ES1-S1 | Concepts of music |
| --- | --- | --- |
| 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 | **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.  Decide on the position of students for two continuous shots – chorus 1 and chorus 2. Perhaps split the class into two groups for these shots. Filming in a large space like the playground would be best for a continuous shot like this.  Once students are positioned, rehearse using your recording device to capture handheld video. For footage shot in one continuous shot, rehearsal is essential. Think of these two continuous 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 in the long run. | Tone colour Structure |
| 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 |

Arrange it

Purpose and outcomes

MUES1.1 MUS1.2 Exploring and assemble the structure of Rubbish Rap

MUES1.2 MUS1.3 Creating a visual story for Rubbish Rap using video editing tools

MUS1.1 Observes the visual representation of musical dynamics through a waveform.

| Learning experiences | Activities ES1-S1 | 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** – manipulate the clips in editing software on an interactive whiteboard or projecting device to interact with the process 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 shouldn’t be too many clips in this video. Keeping the whole process as simple and streamlined is key here.  Sequence:   1. Instrumental dancing clip number 1 2. Chorus movement shot number1 3. Instrumental dancing clip number 2 4. Verse group 1 (line 1) 5. Verse group 2 (line 2) 6. Verse group 3 (line 4 and so on) 7. Verse group 4 8. Verse group 5 9. Verse group 6 10. Verse group 7 11. Verse group 8 12. Instrumental dancing clip number 3 13. Chorus movement shot number 2   The only additional clips to these should be the alternate dancing close ups which can be easily slotted in during the instrumental break.  [**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 down 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 all the instrumental shots (1, 3 and 12) and chorus shots (2 and 13).  [**How to filter clips in editing software**](https://vimeo.com/321698481/d778870857)  **Major points:**  Filtering clips in iMovie | Organising sound/composition |

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| Structure | **Chroma Key** – student background images can then be keyed over the green screen shots.  This process involves converting the verse group shots filmed in green screen to clips with backgrounds selected by students from Google images.  [**How to chroma key clips in editing software**](https://vimeo.com/321700348/a912f3737d)  **Major points:**  Chroma Keying in iMovie | Organising sound/composition |
| Dynamics Structure | **Fine Tune** – is needed for completing the editing of the project to a final product. This is best completed in teacher time without the students present.  This part of the process is very much the reality of editing – time consuming and repetitive. Having the students involved in sequencing the clips, trimming, filtering and chroma keying will provide Early Stage 1 and Stage 1 students with a strong background to the process that they can participate in, without having to try and understand the finer details that are not yet necessary.  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 dynamics and video matches up to create and audio sync. Once achieved, the music video can be shared or exported from the software and then 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 ES1-S1

* 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?