

MUSIC VIDEO GUIDE



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Cleveland Road Primary School

Music Video Guide

Brief Description

Children work together to create a short music video to accompany their chosen piece of appropriate music

Objectives

Children will:

- Develop ideas for the music video
- Create props and/or costumes for the video
- Demonstrate creative thinking and writing skills
- Work together as a group to choreograph and perform in the music video
- Learn how to storyboard and direct performers
- Learn different filming techniques and shoot the footage
- Learn editing techniques

Music Video Guide



PERFORMING, FILMING AND EDITING PROJECT

Cleveland Road Primary School have put together this guide to enable teachers to plan and deliver a music video module within Primary Schools.

It is only a guide; you may find some sections work for you whilst other parts do not depend on the age, level and engagement of your students. The wonderful thing about this module is that it can be done **within the classroom**, or as an **after-school activity**, across a range of year groups.

As a **creative project**, there is a lot of scope for **student-led learning**.

Allowing freedom within a structure of creation is a fantastic way to encourage **inventiveness**. Children are familiar with music videos, having access to them daily, so you will find they are full of ideas and positivity for the project.



We ran the project in two groups: performers and film crew/editors. However, you can choose the project structure to have 1, 2 or 3 groups of children. On the top of each page, you will see a suggestion for **PERFORMERS**, **FILM CREW** or **EDITORS** take part in the activity.

This guide will break the project down into sections.

- Choosing a song
- Storyboarding
- Choreography
- Costume and Props
- Filming and Editing

You can follow these as specific lesson plans, or you can take inspiration from them to adapt to a new project.

Cleveland Road Primary School

Music Video Guide

Subjects

- Music
- Language Arts
- Art
- Theatre
- Technology

Key Words

Perform, music, rhythm, dance, film, edit, video, song, creativity, genre, motif, up-tempo, concept, narrative, visual, atmosphere

Materials Needed

- Music player
- Access to YouTube
- Hall space
- iPad's with iMovie downloaded
- Headphones
- Student selected props and/or costumes
- Paper
- Pens or pencils

Artsmark Status

Awarded by Arts Council England



Artsmark
AWARDED BY ARTS COUNCIL ENGLAND

Is your school taking steps to gain an Artsmark award?

This project is a fantastic example of your school embracing the Arts. Teachers can show clear Arts planning, development and evaluation of the Arts, as well as culture and creativity across the curriculum.

For more information about the Artsmark award, visit:

<http://www.artsmark.org.uk/get-involved/how-artsmark-works>

Arts Award

Awarded by Trinity College London



Are you guiding your pupils through the steps to achieve their Arts Award?

Arts Award inspires young people to grow their Arts and leadership talents. By participating in our *Cleveland Film School: Music Video Club*, researching artists and sharing their Arts discoveries, students at Cleveland Road Primary School gained their **Discovery** level Arts Award.

For more information about Arts Award visit

<http://www.artsaward.org.uk/site/?id=64>

Cleveland Road Primary School

Music Video Guide

Key Words

Rhythm

A repeated pattern of sounds or movements

Film

A set of moving images recorded by a camera that show a story or event

Genre

A style or category of art, music or literature

Motif

A dominant or recurring idea in an artistic work

Up-tempo

Played with a fast or increasing speed

Concept

A plan or intention

Narrative

The spoken or written accounts of an event, a story

Visual

A picture or piece of film used to illustrate or accompany something

Atmosphere

The mood or tone created

Timeline

To help with lesson planning

This structure will help you deliver the music video unit over a period of 12 weeks. All students will be needed for the first 6 sessions and only the editors for the final 6. It contains weekly 1-hour lessons, a total of 12 hours' teaching time.

Week 1

All students: choose a music video – section 1

Week 2 and 3

Film crew and editors: storyboarding – section 2

Performers: choreography – section 3

Week 4

All students: watch a rehearsal: section 2 cont. pg. 9

Week 5

Film crew and editors: final storyboard – section 2 cont. pg. 10

Performers: complete choreography – section 3
costume and props – section 4

Week 6

All students: filming – section 5

Week 6-12

Editors: editing – section 6

TOP TIP

Here at Cleveland, we used specialist IT instructors for the filming and editing portion of the unit, as well as a specialist dance teacher to assist with the choreography. It doesn't matter if you don't have access to these resources, however, as this plan will give you the guidance you need. However, if you do have additional teachers with appropriate skills, make use them!

Section I

Examples of appropriate song choices

Some examples but not limited to:

Happy

Pharrell Williams

Roar

Katy Perry

What about Us

Pink

Perfect

Ed Sheeran

Believer

Imagine Dragons

Malibu

Miley Cyrus

Thunder

Imagine Dragons

(No One Knows Me) Like

The Piano

Sampha

Can't Stop The Feeling

Justin Timberlake

Born This Way

Lady Gaga

Kill Em With Kindness

Selena Gomez

Ensure there is no explicit content, both in the lyrics and visuals

Choosing a song

PERFORMERS, FILM CREW AND EDITORS

The initial lesson is to encourage children to look at music videos in a new way.

Most children are familiar with music video conventions and should be able to identify why they do or do not like different videos. This exercise, however, challenges them to put their opinions aside and **critically evaluate** what they are viewing.

This is great for when they come to make their own videos. The children will not automatically revert to something they like as a personal preference but, instead, will focus on technique and effectiveness.

This leads to a more successful working environment for groups of children, especially in **mixed-age-and-gender groups**.

1. Watch a music video with the class. Ask them to tell you what they **did and did not like** about the video and **why**.
2. Split the class into mixed gender and age groups (if you are in an after-school setting) and ask each group to watch with a **specific focus**. (e.g. content, purpose or location)
3. Take time to go over each focus so that they are very clear of their viewing aim.
4. Play the video again and after this second viewing, allow time in their groups to **discuss their focus**. They may wish to watch the video for a third time.
5. Ask each group to **report their findings** back to the whole class.
6. Repeat with a few different songs before making the final choice.

Encourage the use of sentences such as:

- I liked (example) because (example)
- I enjoyed being made to feel (happy, joyful, excited)
- It worked well when (example) because (example)
- I didn't understand why (example, because)

If the children can learn critical evaluation skills, they will be better equipped to apply this to their own music videos.

Section I cont.

Initial Observation

What is the content of the music video?

Carnival

Football

Drumming

Dancing

Smiley Faces

Waving Flags

Polo

Camels

Different Cultures

What is the purpose of the music video?

Football theme song

Supporting the World Food Programme

Promoting the song, creating a narrative

For entertainment

What locations are used?

Warehouse?

Desert?

Stadium...not always clear

How many performers?

LOTS!

Discussing the music video

PERFORMERS, FILM CREW AND EDITORS – Shakira LaLaLa



Section I cont.

Key questions and points for discussion

Ask the children to consider the following:

What is the **genre** of this music video?

Is there a relationship between the lyrics and the visual?

Can you spot any **motifs**? (Shots that appear more than once, e.g. during a chorus)

Is the video performance based (mostly dancing), narrative based (has a strong story), or concept based (based on a single idea or theme)?

How are props being used and why?

How do the costumes compliment the song and theme?

Allow everyone to present their opinions and ideas to the group and put the final song choice to a class vote.

Pop
Dance-pop
Up-tempo

Not particularly. The lyrics of the song don't tell a story, so the video is more **concept** based rather than **narrative** based. Shakira is singing about daring someone to stay with her forever, however we can see dancing and football. Sometimes there is no continuity with the lyrics, at other times the performers are singing in time with the music.

- The Chorus
- Drumming
- Football
- Animals
- Flags

Performance

There is a lot of dancing in different settings and with different costumes to add to the **visual** impressiveness and celebratory feel of the video. Creates a carnival **atmosphere**.

Concept

Football is used as a theme as the song is a football anthem.

- Drums
- Paint to make smiley faces
- Sand
- Flags
- Football and goal

These all add to the carnival feel of the music video and allow the audience to have many exciting visuals.

The combination of 'everyday' sportswear and more fashionable outfits makes the video feel like everyone is welcome, there is a diversity shown which lends itself both to the carnival and football theme.

Section 2

Steps for how to facilitate a storyboarding session

1. Split the group into pairs or 3's
 2. Ask them to watch the video and distinguish different types of shot used (see next page)
 3. Choose locations for the shots to be filmed in
 4. With help from the performers, split the ideas for choreographic content into clear sections e.g. group chorus, soloist, football section etc.
 5. Collate all written ideas and begin to pencil ideas onto a storyboard as a first draft
- Encourage the children to use a variety of shots
 - Ask them to discuss how long shots should be used to set the scene
 - Remind them it is a first draft, not the final product

Storyboarding

FILM CREW AND EDITORS, with help from the **PERFORMERS**

Initially have a whole group discussion to confirm the theme, genre and overall feel of the music video, so that there is consistency.

Blank Storyboard

Scene:	Scene:	Scene:
Scene:	Scene:	Scene:

Create your own at Storyboard That

Written Ideas

Types of scenes: 14 children

Landscape Lift (3 people) - 2 lifting, 1 being lifted

Close-up

Two shot

Group shot

Medium

Wide

Action

Portrait

Tracking Shot

Duration: 3 mins 17 secs

Diff't Different Locations

Drumming Locations:

- Green Screen
- Drumming to Area

Locations:

- Football pitch (playground)
- Infant's playground
- Junior playground
- Reception playground
- Big classroom
- Office
- Dining Hall

Ending ideas:

- Cracking Edit
- Football coming towards camera (not breaking!)
- Slow motion

Top (something in clutter but light can pass through)

Section 2 cont.

Learning the types of shot used when planning and filming the music video

- Landscape



- Portrait



- Split screen



- Action



- Tracking
(Camera moves alongside the object it is filming)

Types of shot

FILM CREW AND EDITORS

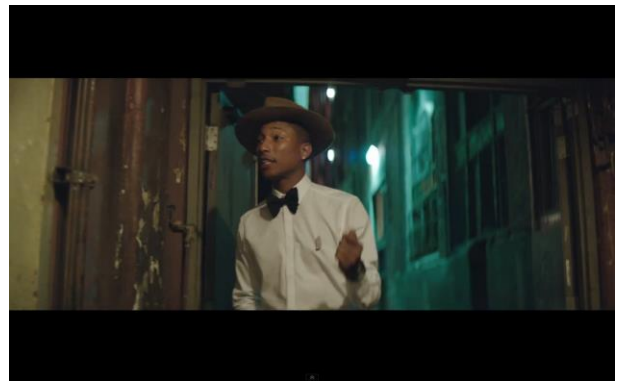


CLOSE UP

A certain feature or part of the subject takes up most of the frame.
E.g. face.

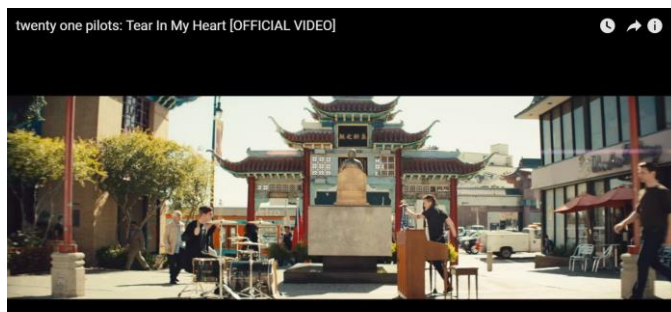
MEDIUM

All-purpose shot from a medium distance to show the performers movements and gestures.



LONG

A scene shot from a considerable distance to show landscape and location rather than performers movements.



Section 2 cont.

Finalising the storyboard

Etiquette for watching a rehearsal;

- Only go to the rehearsal when the performers have said you are welcome
- Avoid making comments about the content, you are not the choreographer
- Some performers may never have performed before so be patient
- Ask as many questions as you need to
- Offer ideas to the performers when asked and see if they have any additional contributions
- Have fun!

Final Storyboard

FILM CREW AND EDITORS

Take the film crew and editors to watch the performers as they rehearse. Arrange with the performers a good time to do this; they should have enough material to give the film crew ideas of what to shoot and the editors ideas about how to consolidate the material, but not a completed music video with no room for adjustment.

1. **Watch** the different sections the performers have to offer.
2. **Write and draw pictures** of the **different parts** as a reminder to yourself for when you go back to the editing room.
3. Ask questions about **location ideas**.
4. **Make notes** about the choreography which works best with different parts of the song. E.g. a section may have been choreographed specifically for the opening, the chorus, the dance break, the ending etc.
5. Go back to the editing suite and **listen** to the song.
6. Decide which **type of shot** you will use for the different sections of choreography. Think about how much you need to see, what is the purpose of the shot, where it is being filmed.
7. How can you **break the song down**? How many chorus' are there, how many verses, is there a dance break?
8. Start **penciling the order onto your storyboard**. Draw an image to show the number of people, location, type of shot. At the top write the scene e.g. *Opening, in the playground* and at the bottom add any additional notes e.g. *all the performers in shot, action shot, lasting 5 seconds*.

TOP TIP

Pencil onto your story board, it can always be changed so no need to set anything as a definite. Keep looking at your story board whilst listening to the track to check your scenes are in the right order to link with the song.

Section 2 cont.

Final storyboard

1. Bad example

- No additional information
- Only 2 pictures
- No timings

2. Better example

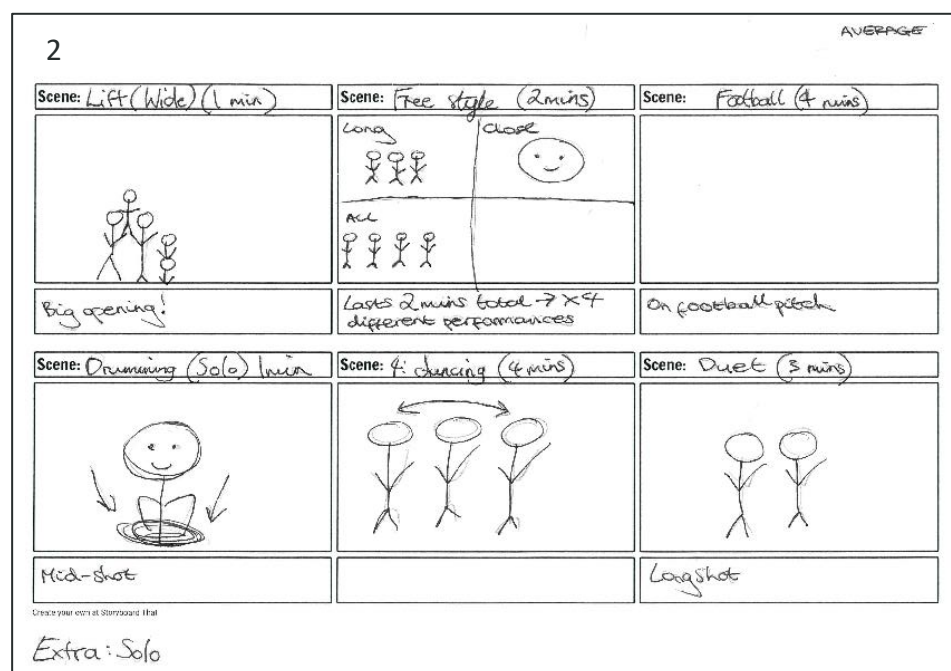
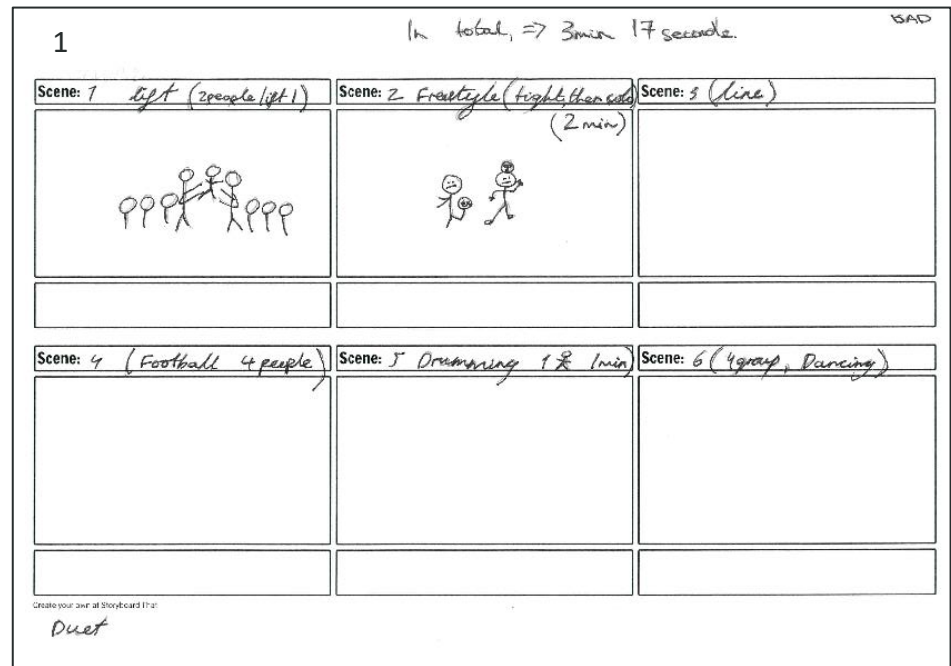
- Clear scene titles
- Pictures remain unfinished
- Shot lengths are too long
- Additional information is unfinished

3. Brilliant example (next page)

- Clear scene titles
- Images in every box
- Appropriate length and variety of shots
- Additional information is precise and clear
- 12 shot ideas to fill the length of the song

Final Storyboard cont.

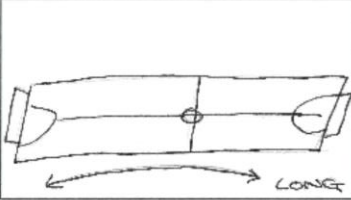
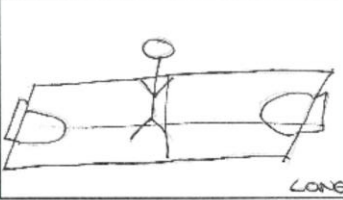
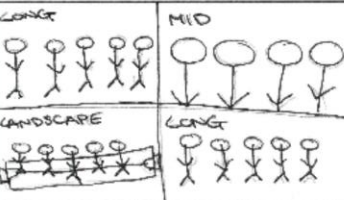
FILM CREW AND EDITORS



MUSIC VIDEO → SHAKIRA LA LA LA

BRILLIANT (1)

3 min 17 seconds total

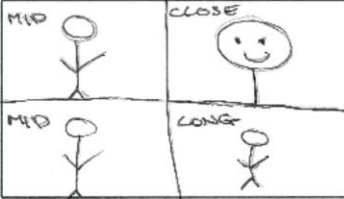
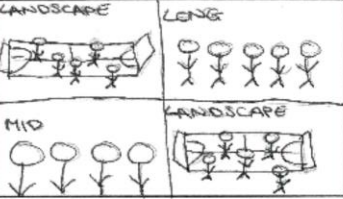
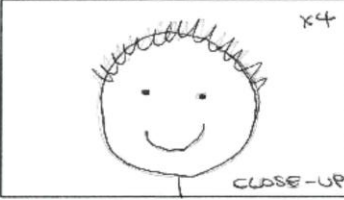
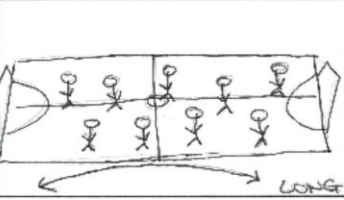
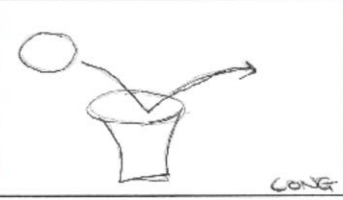
Scene: Football Pitch ①  Start at (5 seconds). Wide shot Zooming into football (10secs)	Scene: Drumming ②  (5 seconds) In school hall	Scene: Solo Dance ③  on football pitch (20 seconds)
Scene: LaLaLa's ④  CLOSE-UP (5 seconds each) In school hall	Scene: Group Dance ⑤  Landscape shot on football pitch, others in hall. (5 seconds each)	Scene: Drumming ⑥  LONG (10 seconds) In school hall

Create your own at Storyboard That

1 MIN 30s.

CONTINUED...

BRILLIANT (2)

Scene: Solo Dance ⑦  MID All shots in hall (5 seconds each)	Scene: LaLaLa's ⑧  CLOSE-UP (5 seconds each) In school hall	Scene: Group Dance ⑨  Landscape shot on football pitches, others in school hall. (5 seconds each)
Scene: LaLaLa's ⑩  CLOSE-UP (5 seconds each) In school hall	Scene: Football Pitch ⑪  Wide shot, everyone on the pitch. Zooming into football. (10secs)	Scene: Drum and Ball ⑫  LONG Ball bouncing onto and off drum. In school hall. (5 secs)

Create your own at Storyboard That

1 min 30
3 mins

3 mins 15 secs

Section 3

Choreographing the content with the performers

Warm-up Ideas

Children move swiftly around the space. Try and encourage them not to walk in a circle, but instead cross the space and make new pathways. In these warm-ups children follow an audio command.

- **Number moves**
1 = jump, 2 = spin, 3 = balance
- **Human Bop It**
Twist it, pull it, bop it, kick it, spin it
- **Body parts**
Lead with your head, your hands, your back, your bottom
- **Painting**
Different body parts are covered in paint and must decorate the floor. E.g. feet, knee, elbow, wrist.

Playing music in the background can help children forget their inhibitions and let go during the warm-up.

Choreography

PERFORMERS

This will have been happening whilst the film crew and editors were learning about shots and storyboarding and can take place over several sessions so that there is some material and ideas ready before the film crew and editors need to write their final storyboard.

1. Begin with a **physical warm-up**. A great warm-up raises the heart rate, makes children hot and sweaty, is creative, and leaves the children with lots of energy and focus for the session. **Please see left for warm-up ideas.**
2. Ask the children to watch the music video in **pairs** and choose **2 dance moves** they particularly like. Maybe they are moves they already know, perhaps they are moves they want to try, perhaps they have never seen them before! They may need to watch the video more than once.
3. **Allow time for the children to practice** the two dance moves with their partners.
4. Join with another pair to create a **group of four** and teach each other the dance moves. Groups will now have a longer sequence. **(this is a good opportunity to talk to the children about the different skills needed when teaching and learning)**
5. Now the groups have a sequence, encourage them to **alter and adapt** the dance moves to make them more personalised.

- Can you do the movement faster or slower?
- Can you be as big as possible?
- Can you perform in cannon, so the dancers perform one after the other?
- Do you have to all be doing the same thing at the same time?
- How can you add a variety of levels?
- What formation are you going to stand in?
- Can you use a different body part to complete the same movement?

6. Once the groups of four have their personalised sequence, more groups can continue joining to make lots of different sequences and routines. **Each child should have different sequences to perform in pairs, fours and bigger groups** ready to accommodate the variety of shots needed for the film crew.

Section 4

What do we say through our choice of clothing colour?

Black

Powerful, elegant, classic. Too much black is overpowering so team with bright accessories.

White

Clean, organised, pure, classic. Too much white can be bland so team with bright accessories.

Blue

One of the most common clothes colours, it represents honesty and trustworthiness. Blue is a clean, fresh colour.

Green

Represents nature when in bright shades, however can also represent greed, envy and money if in a different shade.

Brown

Neutral, natural, earthy shade which can tie in and accompany lots of different colours.

Red

Action, power and passion. Very bright so the eye is drawn to it.

Costumes & Props

PERFORMERS

By this point, the students will not be short of ideas about their costumes and props! Tying them down to a common theme or a few ideas will be the hard part.

Initially start a discussion;

- What message do you want to portray through your outfit?
- Is there a colour theme your group would like to follow?
- What clothes do you have at home that could be suitable?
- Ensure the clothes are suitable for dancing in. E.g. no short skirts, loose tops, tight trousers etc.
- Are there any props you could use to enhance your dance? E.g. a scarf, a chair, a flag, some bells etc.
- Do you want anything extra in the background of the shot that isn't in the original location?
- **In small groups ask the children to make a mind map with their ideas, share with the rest of the class and come to a joint decision.**

There might be some scenes where the children have decided to have no dancing but instead focus on the thematic concept of the song, e.g. a football, dinner table or classroom scene, etc. This is a great opportunity to bring additional props in. The children can also include any art or D&T work they have completed in class that may be a suitable addition to the video.

If a child can play an instrument this is also a good time to use that as a prop (no audio required), as well as any other special talents such as gymnastics or juggling.

Section 5

Filming

TOP TIPS

Ensure students follow the storyboard so that they get a variety of angles, shots and content. This way they have a choice when they are editing. Shots should last between 3 and 10 seconds, but film for longer as it's easier to cut the length down than make it longer.



After filming, ask the film crew to sort through their footage, this will make the editors job much easier.

- Watch the footage taken to ensure the whole storyboard has been covered
- Delete any shots that can't be used e.g. are too short; a practice shot; missing a prop etc.

Filming

FILM CREW AND PERFORMERS

Decide a day that the filming will take place. By this day the locations will have been decided, storyboards should be finished, choreography must be completed, and any costumes/props will be ready.



If your school has stage lights, make use of them. If you don't, get creative with torches, open/closed blinds, a combination of natural and artificial light. Make sure faces are lit well using a fill light that doesn't add shadow to the facial features.

- It is simple and easiest if two film makers share an iPad and are teamed with a small group of performers.
- Depending on the size of your class there can be multiple groups who create separate videos, but if the group is smaller all footage can be added together to create one final piece.
- Begin by ensuring the film crew know which performers they are working with and know what they need to capture. In addition to the storyboard they may wish to have a few notes so that they get all the shots they need.
- Explain to students that the song will be added on top of the footage during the editing period, so background noise isn't a problem.

Section 6

Editing

Top Tips

- Remind children to regularly **save** their work
- Sections of footage can be **copied and pasted** to repeat a second time. E.g. chorus.
- **Click and hold** on a video and move your finger left or right to quickly scan through the footage
- To go to the beginning of the video **hold at the bottom left**, for the end of the video **hold bottom right**
- To add a **filter** to the whole movie, click the **SETTINGS COG** in the top right corner and select a **PROJECT FILTER**

Learn
iMovie



Editing

EDITORS

The following videos provide you with a visual guide to completing editing steps on iMovie.

LINK TO THE VIDEOS

1. Importing a movie into iMovie

Open iMovie, create a new project or open a current project. Click VIDEO at the top right, click ALL then select the video you would like to insert.

2. Removing the sound from a clip

Double click on the video then at the bottom click DETACH AUDIO. Click on the sound which is now underneath the video and delete.

3. Cutting a clip

To cut from the beginning or the end, double click on the video and hold your finger at the start or end. Drag towards the centre until you have removed the correct amount of video. This can be reversed in the same way. To cut in the middle of a clip, double click on the video and press SPLIT.

4. Transitions

Click on the icon that links two videos. Choose the type of transitions from the choices at the bottom of the screen. You can also change the length of time the transition will last, and you can remove the sound effect.

5. Adding a song

Import your song onto the iPad using iTunes. Click the PLUS in the top right corner, select AUDIO, then IMPORTED and finally choose the song you would like to add. You can crop the song using the same technique as for a video.

6. Exporting the finished video

Click DONE in the top left corner. Select the BOX AND UP ARROW at the bottom, click SAVE VIDEO. Choose the resolution required.

Section 7

Sharing the work

What now?

- Have a 'press night' to reveal the finished video
- Ask the children to write an introduction to their video to read to the school before playing their video in assembly
- Upload the video to your school website
- Create a music video notice board in your school hall
- Invite students who took part in the module to teach other students some of the skills they learnt
- Run a school-wide music video competition
- Play the video during parents' evening

The Final Product

FOR EVERYONE

Please enjoy the music video created by students at Cleveland Road Primary School. We hope your students have an equally creative time completing their videos.

LINK TO THE VIDEO



We would love to hear from you about your experiences with this module. If you would like to get in touch, please email Katie Alexander at k.alexander@clevelandroadpri.uk
