Student-Produced Music Videos

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Many language teachers sometimes wish that they had a music video at their disposal to get students' attention and motivate them. There are so many songs and music videos that teachers would like to use in their classes but cannot because of a possibly offensive word or an image that is inappropriate for their students. In this session, you will learn how to create your own music videos and how to edit audio and video songs to fit your needs.

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Music/ Fairy Tale Video Project:

Choose either a German song that has no video on YouTube and create a music video for the song, e.g. *Sag mir, wo die Blumen sind*, *Veronika, Mein Berlin, Ahmed Gündüz, Spieglein, Spieglein*, etc. Or choose a German fairy tale and create a film about the fairy tale. Find or draw images that fit the content of the fairy tale, select music, sound effects and also your own narration as voice over. For the fairy tale film. You may work with a partner. You should start with this project very early. I'll meet with you individually to discuss the project.
I encourage you to also download my handout on how to create your own music video at my website at:
http://www2.mcdaniel.edu/german/musicvideos/.)
The students must meet with me by **October 1** to choose their song or fairy tale and discuss the technical aspects of the project. The second step is to collect images and create a storyboard for the film, which is due by **October 14**. The final project is due in the **week of December 2**. We will watch the films in the **last week of classes**. Please post your final film onto YouTube and then create a link for it on your Blog.

Software needed

➢ Film editing software:
  ▪ Pinnacle/ Avid Studio Version (latest version)
  ▪ Windows Movie Maker: Standard with Windows XP
  ▪ iMOVIE: Standard with all iMACs, G4 and G5 MACs

➢ GoldWave version 5 or higher. This is a shareware. The software can be downloaded from http://www.goldwave.com)

➢ Audacity 1.2.5 or higher is a digital audio editor available free of charge at the audacity website: http://audacity.sourceforge.net)

➢ Lame MP3 encoder to convert any audio files into MP3 format is available from the lame website at: http://lame.sourceforge.net/download.php

➢ Sound effects (available on the Internet or part of video editing software)

➢ A search engine, i.e. www.google.com

Other Film Making Software:

➢ **Pinnacle/ Avid Studio**: http://www.pinnaclesys.com ($59.99 and up) [PC]

➢ **PowerDirector by Cyberlink**: http://www.cyberlink.com ($82.95 and up)

➢ **Ulead VideoStudio**: http://www.ulead.com ($49.95 and up) [PC]

➢ **Roxio VideoWave**: http://www.roxio.com $49.95 [PC]

➢ **Adobe Premier 6.5.:** http://www.adobe.com/products/premiere.html ($79.99)

➢ **Final Cut Studio**: http://www.apple.com/finalcutstudio/finalcutpro/ ($499) (MAC)

➢ **Final Cut Express** (a smaller version of Final Cut Pro) ($69) for Educators)

Four steps in digital filmmaking

1. Capture/ Import

2. Edit

3. Make

4. Show

Four steps in digital filmmaking

1. **Capture** the scenes from a digital camera or a video recorder, or download images and films from the Internet and **import** them into movie maker
2. **Edit** the images, captured scenes and arrange them in the order you want. Add transitions, video and sound effects, voice over, background music, images, titles, chapter markers, etc.
3. **Make** film: Choose the finished movie format you want your film to be:
   - DV Tape to transfer the film to a VHS tape, or to watch it on TV
   - Burn it on DVD
   - Save it as an AVI-film (Audio Video Interleaved: a preset high resolution standard format)
   - Multimedia MPEG-Format (*.MPG): de-facto format for video on the Web or to play on your PC with various setting options for resolutions and file sizes
   - Post it on the web as a streaming video: **Real Video** (*.RM), **Windows Media** (*.WMV), or Apple's **QuickTime Movie** (*.QT or *.MOV)
   - Upload it to a website for sharing with others, e.g. Youtube.
4. **Show** your film using a VCR or a computer with an LCD Projector.

Basic steps in music video productions*

Song

Choose a song with
potential imagery

Extract

Extract song from CD using iTunes,
GoldWave, or download it from
www.altavista.de or from i-Tunes

Save

Save song as MP3
or WAV file

Find Images

Use a search engine to
find the needed images

Insert songs and images into
a film editing software,
iMovie or Movie Maker

Production

Add transitions, subtitles, special effects,
animation, credits, titles, cut out
undesirable parts or add voice over, etc.

Editing

Presentation

- All movie-making software comes with a HELP tab on top of the screen. There are also on-line
  manuals and tutorials that will show you step-by-step how to use the software.
  Pinnacle Studio: http://www.pinnaclesys.com/PublicSite/us/PinnacleLife/Content/Tutorials/
  iMovie: http://manuals.info.apple.com/en/iMovie_08_Getting_Started.pdf
  Windows Movie Maker: http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx

Step-by-step instructions for
how to create your own music videos

1. Collecting data: Image and sound

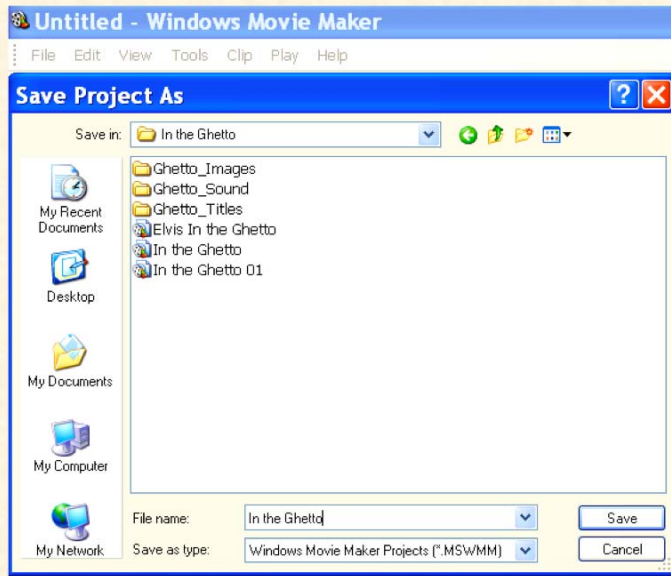Windows Movie Maker Interface
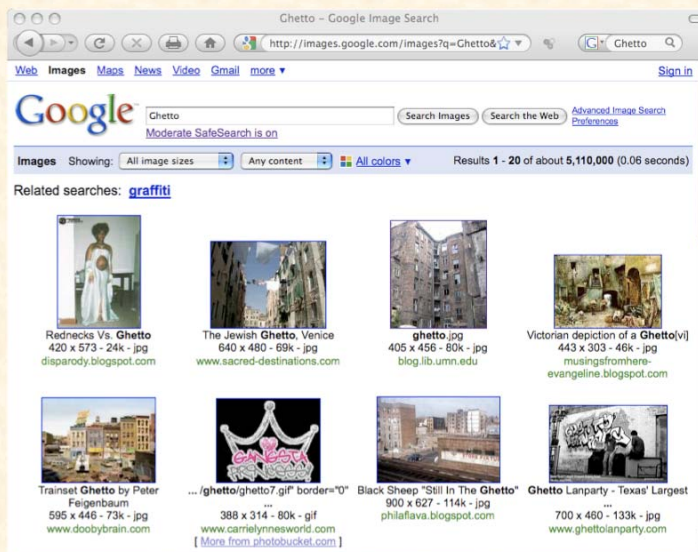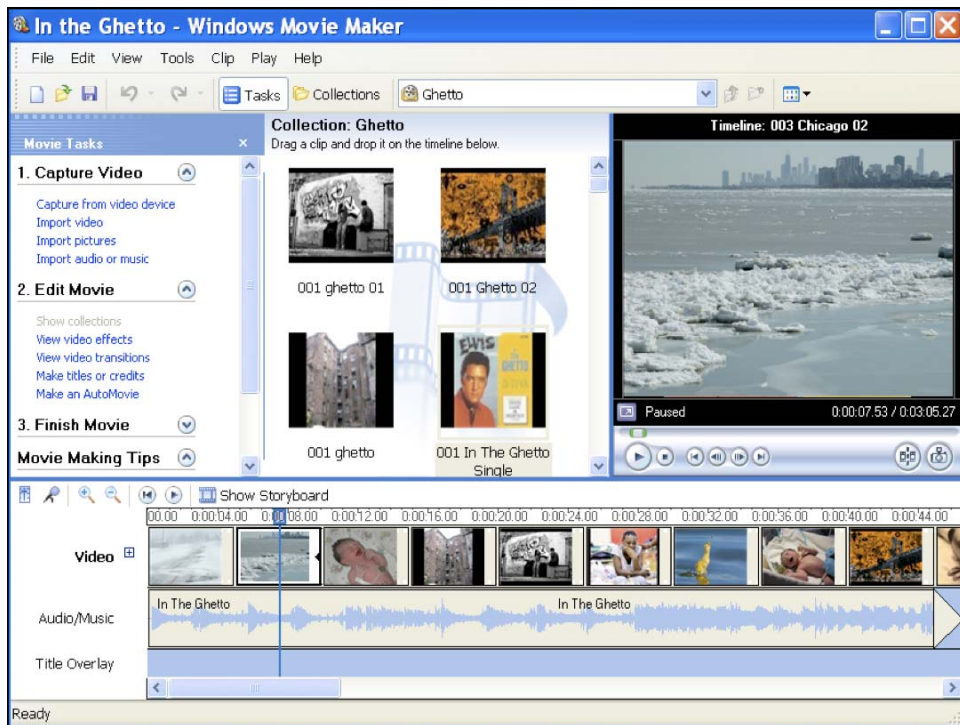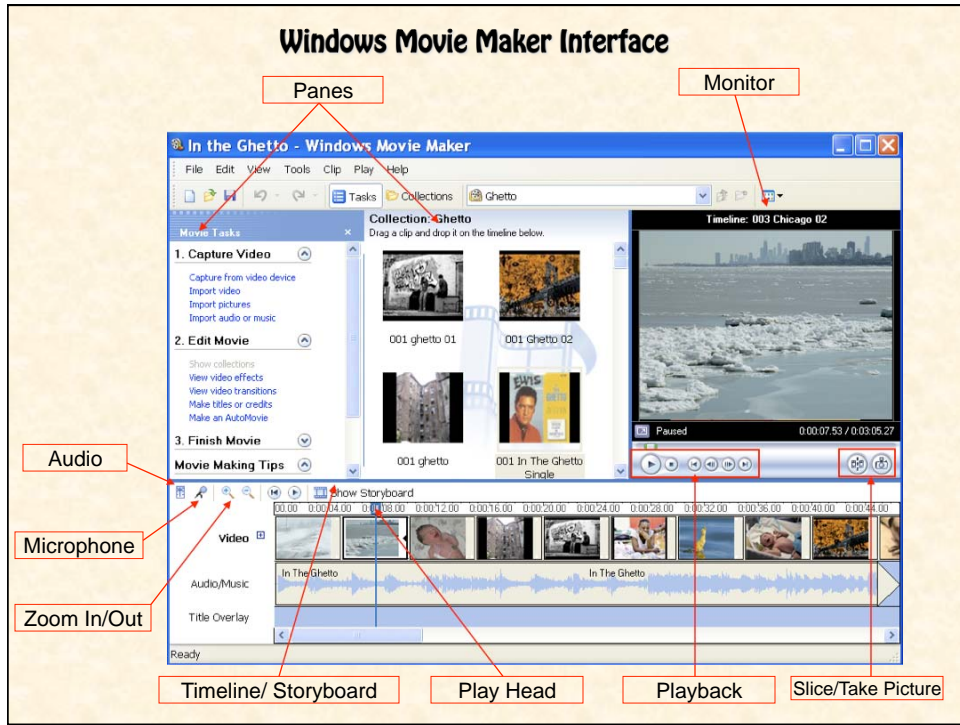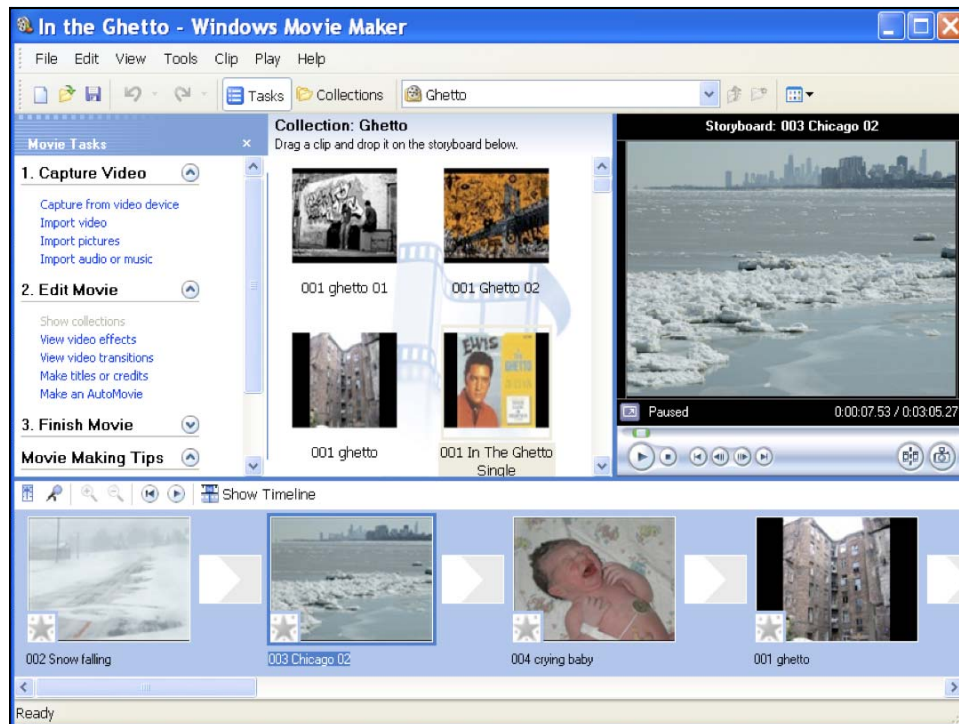
Creating music videos using the Timeline View

1. **Create new project**

2. **Import your song**

5. **Import the pictures or video**

6. **Add titles and subtitles**
   (if you want to do that)

7. **Add transitions**
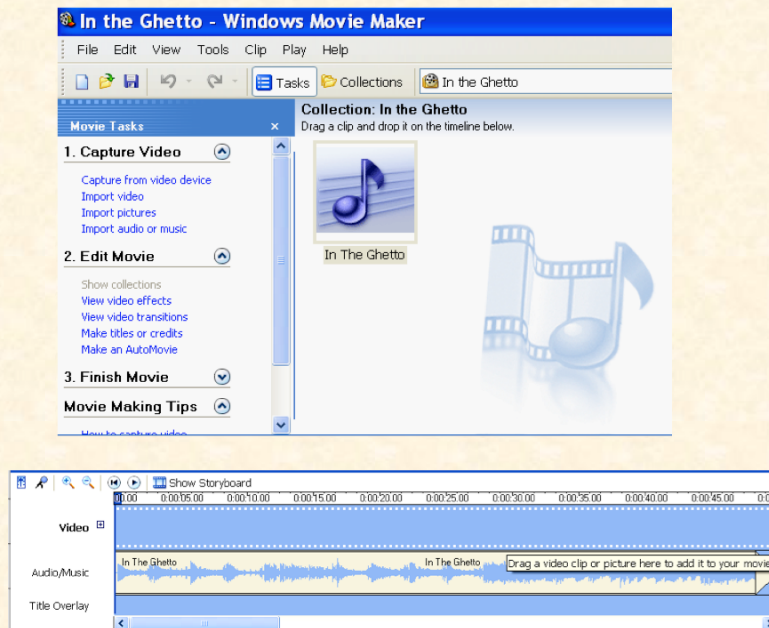
8. **Make or finish your video**

Step 1: Create New Project:

IMPORTANT: Save your project very often!

Step 2: Import song:
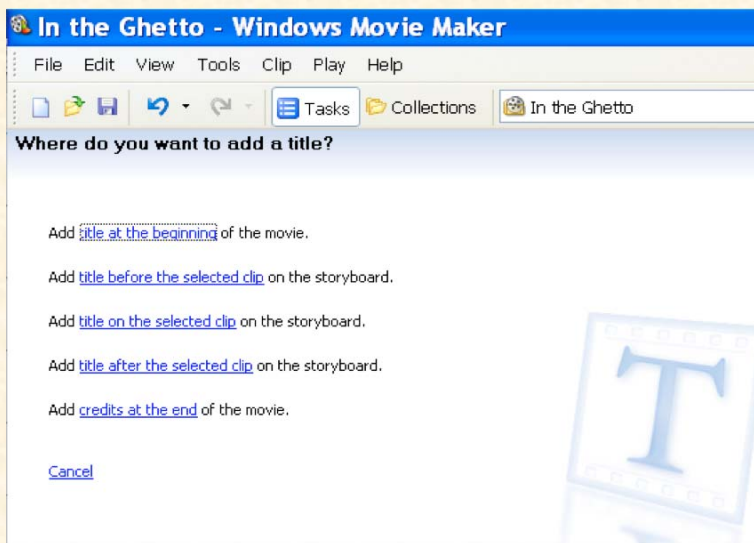
Step 3: Import Pictures

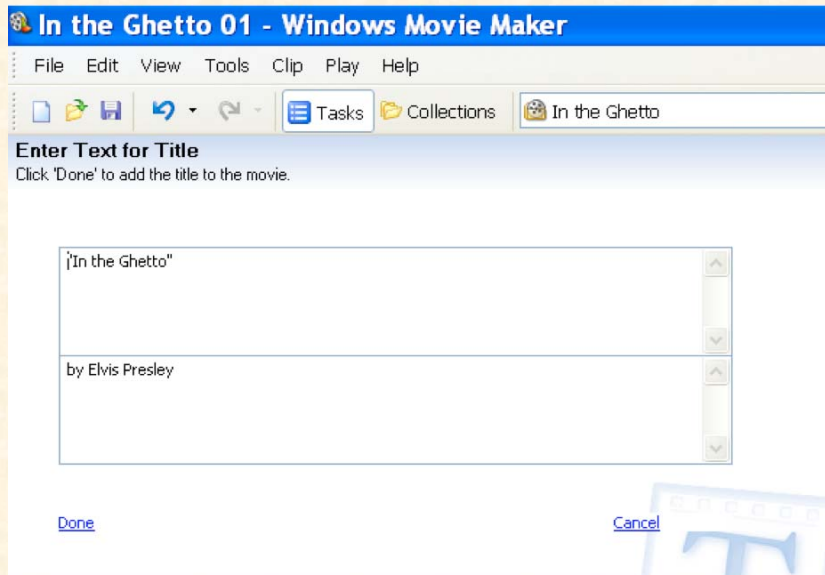IMPORTANT: Save your project very often!

Storyboard View

A populated Storyboard track
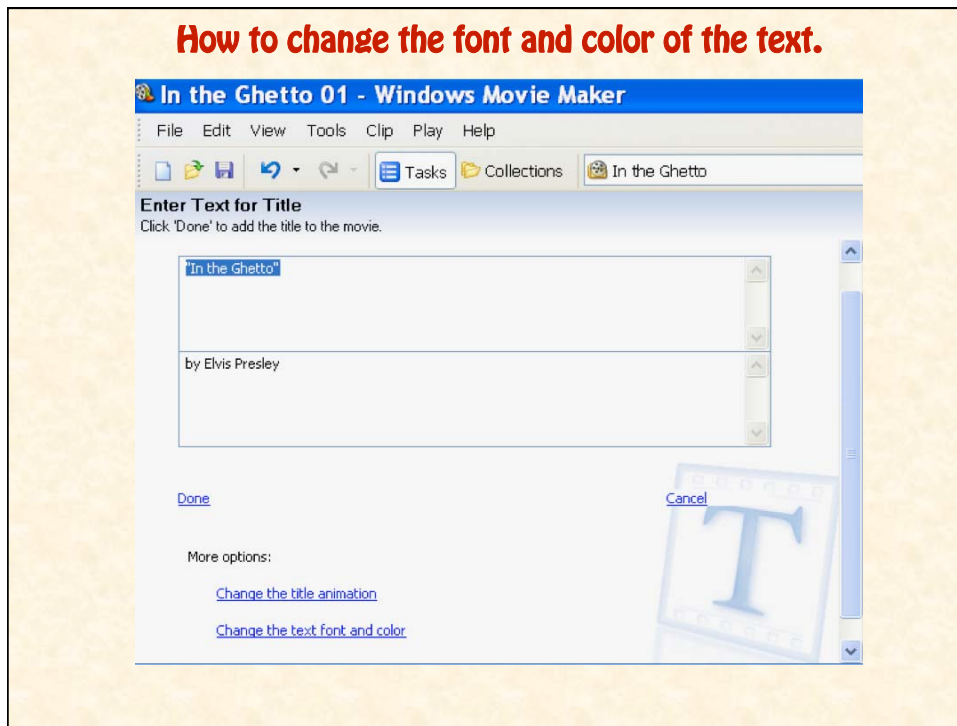
A populated Timeline View track
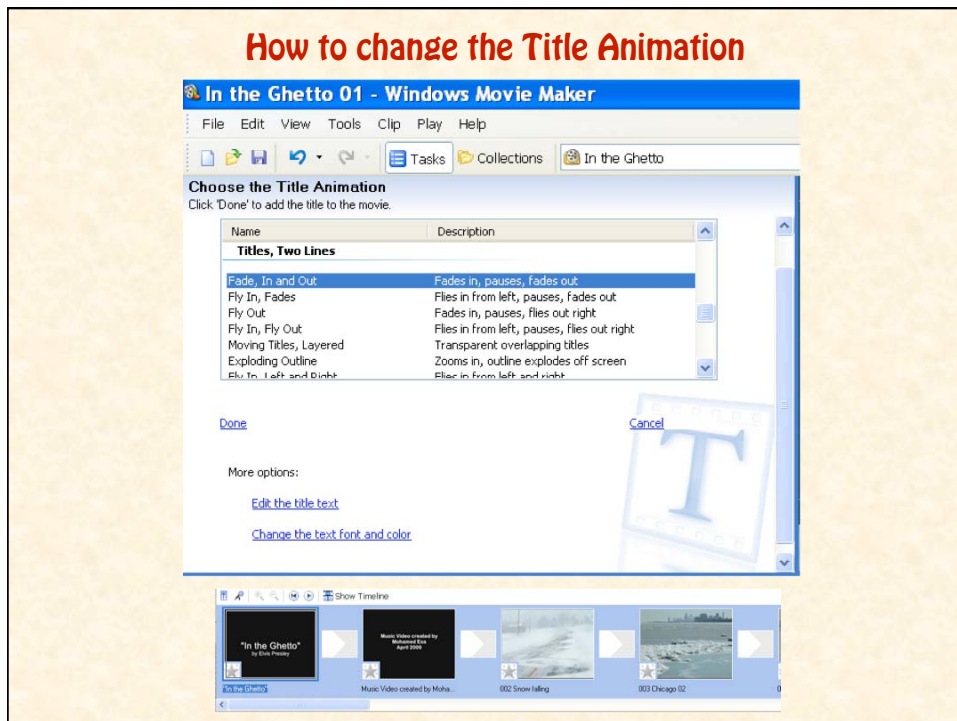
Step 4: Adding texts and titles

In the Ghetto - Windows Movie Maker

File   Edit   View   Tools   Clip   Play   Help

Tasks   Collections   In the Ghetto

Where do you want to add a title?

Add title at the beginning of the movie.

Add title before the selected clip on the storyboard.

Add title on the selected clip on the storyboard.

Add title after the selected clip on the storyboard.

Add credits at the end of the movie.

Cancel

IMPORTANT: Save your project very often!

In the Ghetto 01 - Windows Movie Maker

File   Edit   View   Tools   Clip   Play   Help

Tasks   Collections   In the Ghetto

Enter Text for Title
Click 'Done' to add the title to the movie.

"In the Ghetto"

by Elvis Presley

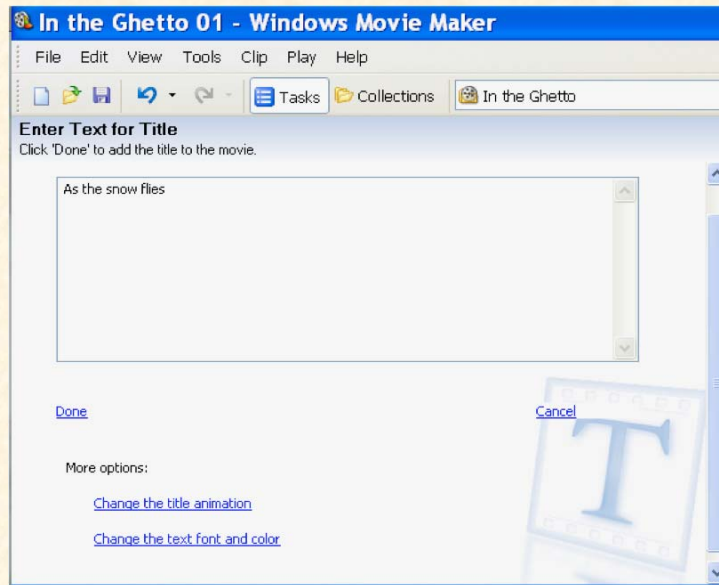Done   Cancel

How to change the font and color of the text.

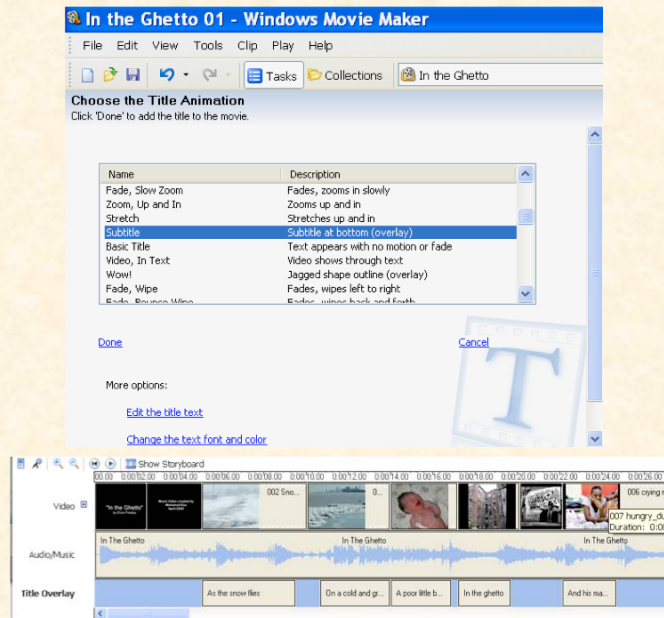

How to change the Title Animation

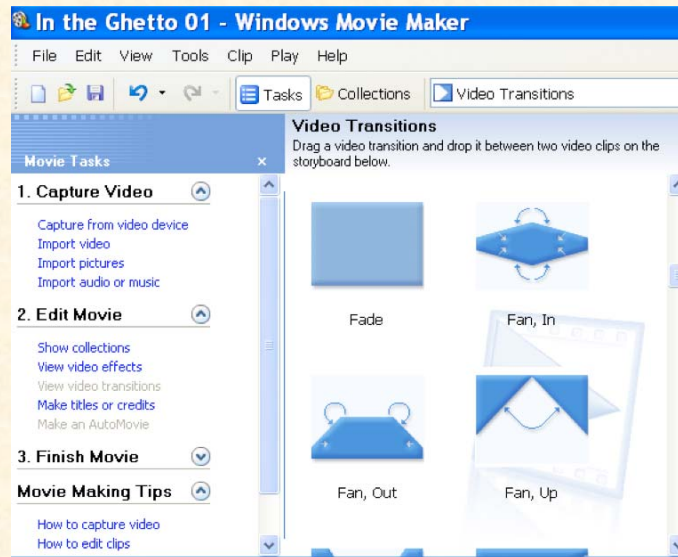**Adding Subtitles to the images in the target language**

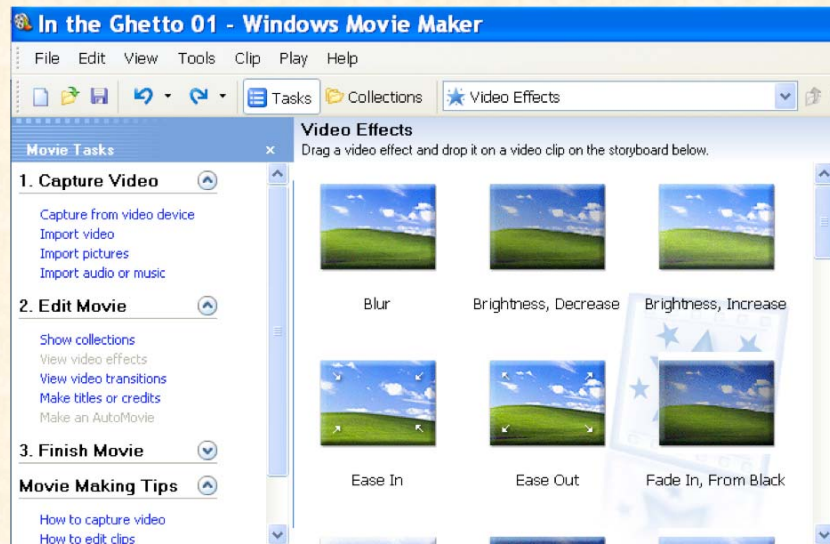**IMPORTANT:** Save your project very often!

Title Animation

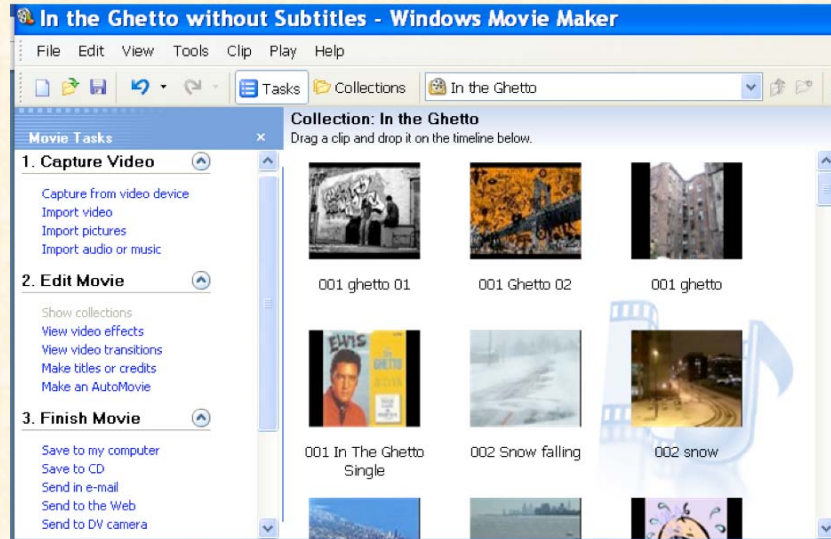Step 5: Adding transitions and image effects

IMPORTANT: Save your project very often!
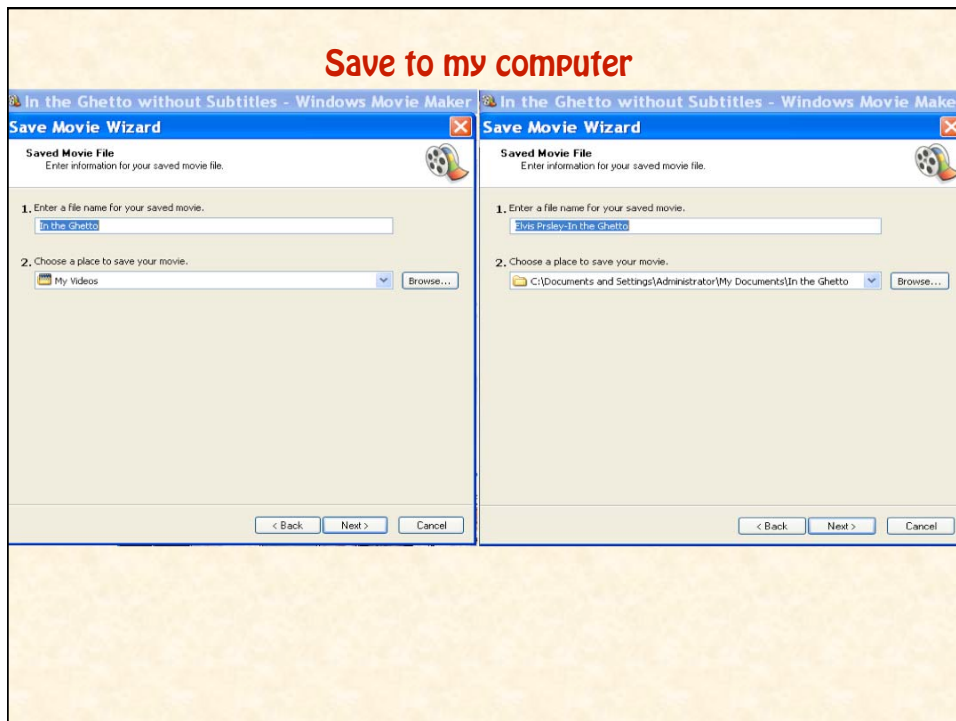

Video and Image Effects
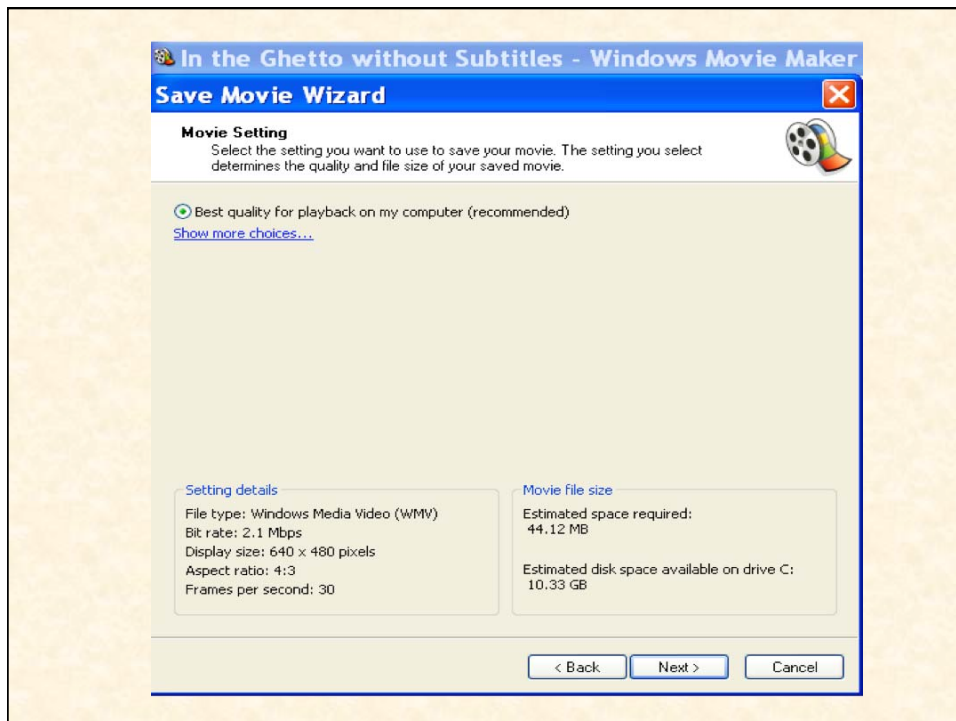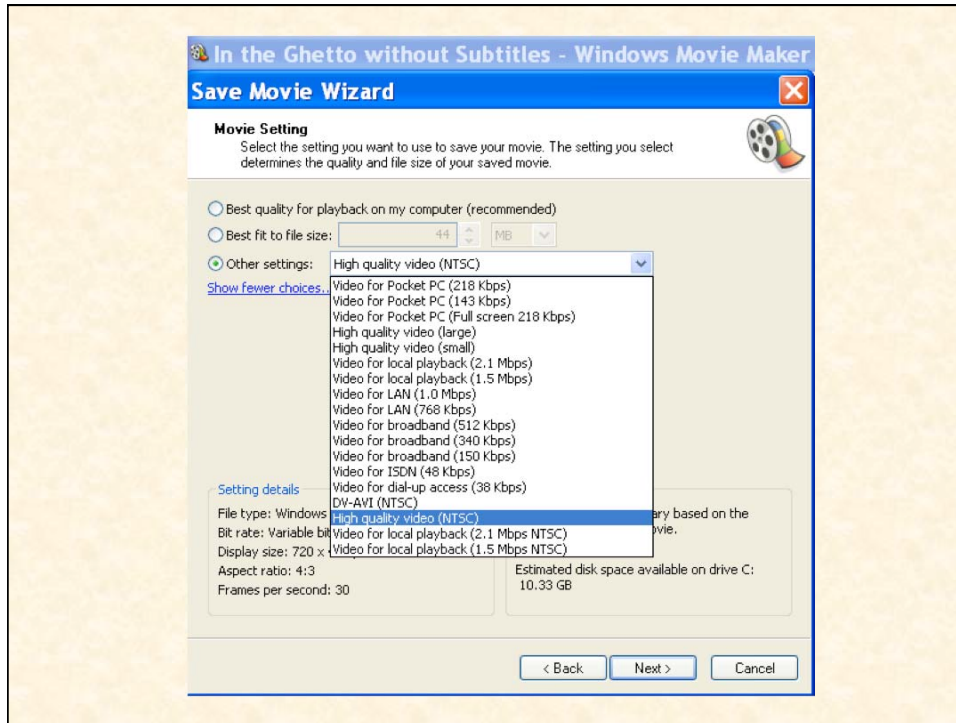
Step 6: Sync images with titles and music:
Step 7: Finish (make) Your Film

IMPORTANT: Save your project very often!

Save to my computer

Hurray! My music video is done.
Good Luck and HAVE FUN!

Assessment of student-produced videos
Projects by 1st year students:

In assessing the final project, I usually use the following criteria:

➢ **Did the student(s) follow the steps I explained at the beginning?**

➢ **Did they achieve their objective: from choosing the topic to production?**

➢ **What is the quality of the final product?**

➢ **Clarity of picture and sound**

➢ **Delivery: Did the students read from the script or did they memorize their lines?**

➢ **Originality and inventiveness: Did they use their imagination in creating unique ideas?**

➢ **I don't assess grammatical mistakes! This activity is designed to encourage and motivate 1st year students.**

Assessment of student-produced videos
Projects by 2nd year students:

Students meet with me four times:

1. before they choose the topic
2. after drawing up the outline
3. after writing the script
4. during rehearsal and before final production

I assess two things

A. The final artistic product
B. The written script

A. The final artistic product:

- Reaction of students in class
- Clarity and comprehensibility of the language, plot, interviews
- Technical quality (sound, picture, requisites, costumes)
- Involvement and enthusiasm of actors
- Was it a cooperative project?
- Who did what?

B. The written script (Topic, outline and final draft)

- Organization of script (in scenes, dialogues, director's notes)
- Accuracy of language: grammar, vocabulary, idiomatic, style
- Who wrote what?
- Was it written in the target language or translated from English?

Conclusions

According to Bennett (1988)*, the process of making a video is as important as the product itself. He writes:

"With a structured process, three aspects of learning can be addressed: instructional purpose, curricular integration, and learning styles" (p. 32).

Planning and producing a video can help students better understand the content of the subject matter being studied. Teachers can state clear instructional purposes to be achieved and take learning styles into consideration. Bennett states:

"Putting the information in script form utilizes the language arts skills of organization, writing, sequencing and speaking. Art skills may be employed to produce graphics, scenery, and costumes. Music skills may also be used in the production. The videotaping involves technical skills, dramatic skills, creativity and group dynamics." (p. 33)

Bennett, J. (1988). Student-produced video: Focus on learning. Tech Trends, 33(1), 32.

Conclusions

The following are some reflections on the use of self-produced videos in the foreign language classroom:

➢ **Creativity**: Teachers and students can be creative and use their own imagination.

➢ **Motivation** and a boost for **self-confidence**: This is a highly motivational method, especially for linguistically weak and unmotivated, or shy and quiet students.

➢ **Articulation** and **self-expression**: Film is art and a way to articulate and express yourself.

➢ **Practice**: Students can practice what they have learned so far. This enhances the listening, writing, speaking and reading skills.

➢ **Freedom of choice**: The students can choose their own songs and in this way they can concentrate on their own interests.

> **Repetition and application** of grammar structures, vocabulary, proverbs and idioms, almost everything they studied in class. Students will have to understand the song correctly to be able to create a cohesive music video. They will have to read the lyrics and understand them.

> **Alternative method of assessment**. Students are not under stress. They can take their time to create the music video. They gain self-confidence. They use their language skills without fear and inhibition.

> **Multi sensory** learning environment with a gradual skill development technique

> This method contributes to the enhancement of **cooperative learning** and **group dynamics**, in case two or more students work on a single project.

> What they produce is **unforgettable** and can change their lives. One good example is Michael, a former student of mine, who dubbed one part of Star Wars into German. He came to the college to be a Business Major and eventually to take over his mom's business after graduation. After his video project, he decided to become a communications major with a concentration in film making. For his senior project, he produced a 60-minute feature film.

> Film making is a good educational experience for students with different **learning styles**:

  ▪ The "readers" and "writers" can research the topic and write the script.

  ▪ The "hands-on learners" can operate equipment and create sets.

  ▪ The "oral expressers" can be performers.

> **"Kosher":** The music videos can be used as a recruitment tool of other students. It is legal (your own production) and above all "kosher," with no profanity, nudity, etc. They are rated "PG13" ☺ and not "R" ☹.

> Students gain a sense of an overall **sense of accomplishment** and **success**.

> Students learn **a new technical skill** that might be beneficial in the future.

> Finally and above all, it is **fun**. It is an **enjoyable experience**. ☺Film production is not dry. It is never boring. It is easy to implement and **instills student confidence**.