Digital Video Creation: Maryland Musicians

Museum Connection: Art and Enlightenment

Purpose: In this lesson students will investigate a musician from Maryland (many of which are in the Reginald F. Lewis Museum) and create a biographical video using a digital program as the vehicle to share their story.

Course: High School General Music Classes

Time Frame: 5 – 10 class periods.

Correlation to State Standards: Fine Arts: High School General Music ELOs

> II. A. 1 – The student will identify various roles in society performed by musicians and will describe contributions of representative individuals for each role.

> II. D. 3 – The student will analyze factors that influence relationships between a composer's work and his or her environment.

Objective: Students will use a digital program to create a video presentation containing biographical and historical facts for their musician.

Vocabulary and Concepts:

Microsoft Photo Story, Movie Maker, or Live Movie	digital programs that are offered for free on the Microsoft website. These programs use pictures, text, music and spoken word to create videos.
Grading Rubric	a mark, rating, and/or criteria used to communicate expectations of quality of work in order to complete a task at a certain level, step, or stage in a process.

Materials:

For the Teacher:

Note: Since digital software programs may change due to upgrades, you may download one of the sites listed below or use one of your own choosing:

> **Windows XP**
> http://microsoft-photo-story.en.softonic.com/

> **Windows Vista or Windows 7**
> http://windows-live-movie-maker.soft32.com/free-download/?lp=adwords&gclid=CPngrf3R67cCFRCe4Aod0QkAeg

Windows Vista or Windows 7

http://windows.microsoft.com/en-us/windows-live/movie-maker#t1=overview

- Computer lab or individual computers for students (internet access required)

- Teacher Resource Sheet 1: Introduction to Digital Video Creation – Teacher's Notes

- Teacher Resource Sheet 2: Collecting and Saving Pictures – Teacher Directions

- Teacher Resource Sheet 3: List of Maryland and Washington, D.C. Musicians

- Teacher Resource Sheet 4: Grading Sheet for Video

This resource sheet may be used if you want to record all students' video grades in one location. There is a place to record a grade for the student's resource if citing source materials is desired. If you choose to grade just the finished video, Student Resource Sheet 3 may serve as the grading sheet for each student. The five boxes in the center of Teacher Resource Sheet 4 are for the five areas covered by the rubric. Enter the student's scores on this grading sheet and give the student back the rubric sheet with your comments on it.

- o **Title Page** created in a graphics program such as Photo Draw and saved in that format so students can manipulate the page to create their own first slide of the project. The file must be saved as either a .jpg or .gif format to be recognized by the program.

For the Student:

- Student Resource Sheet 1**:** My Computer Experience Check List

  - o For Students pre-assessment of computer knowledge.

- Student Resource Sheet 2**:** Biography Fact Sheet

  - o Template should be used if the students will complete their information on computer versus paper.

- Student Resource Sheet 3: Video Rubric

- Student Resource Sheet 4: Digital Video Evaluation

  - o There are two variations depending on the needs of the teacher and the desire for student participation. If examples of Photo Story projects of differing quality are used prior to students creating their own, Student Resource Sheet 4 can be used to

have students evaluate an example to reinforce the characteristics of a quality product.

- Student Resource Sheet 5: Introduction to Digital Photo Program

    o Worksheet for hand written note taking.

- Student Resource Sheet 6: Digital Video Evaluation Forms

    o These forms are to be used at the end of the project when the class is viewing the videos created for the project. The forms allow students to assess four projects on one piece of paper when printed double sided. More copies will be needed if you would like for students to view and evaluate more than four videos.

Resources:

Web Sites:

http://microsoft-photo-story.en.softonic.com/
 (Windows XP)

http://windows-live-movie-maker.soft32.com/free-download/?lp=adwords&gclid=CPngrf3R67cCFRCe4Aod0QkAeg
  (Windows Vista or Windows 7)

http://windows.microsoft.com/en-us/windows-live/movie-maker#t1=overview
  (Windows Vista or Windows 7)
Photo Story page, for downloading the program as well as directions and tips on the program.

http://en.wikipedia.org/wiki/List_of_people_from_Maryland#Musicians
 List of musicians from Maryland

Historical Background:

Throughout history music has been a reflection of the times in which it was created. To study a musician and his music is to look at a picture of a cross-section of history. Learning about the lives of musicians and looking at the influences they had on society during the times in which they lived is worthy of investigation.

African American musicians had an impact on the world of music as well as the culture of the communities in which they lived. Many Maryland musicians are featured in the Reginald F. Lewis Museum of Maryland African American History and Culture. Their stories are intertwined with the growth of African American Culture through history.

Jazz is African Americans' greatest contribution to the early Twentieth Century. Some of the most influential of all Jazz musicians were from Baltimore or Washington – Billie Holiday, Duke Ellington, James Reese Europe, Eubie Blake, Chick Webb, Ethel Ennis, Ruby Glover, Cab Calloway and Blanche Calloway, all came from the State of Maryland or from Washington, D.C.

Maryland and DC Jazz Greats (L to R), Duke Ellington, James Reese Europe, Chick Webb, Billie Holiday

http://www.flickr.com/photos/pingnews/495597639/

http://tinyurl.com/l3lhgc6

http://en.wikipedia.org/wiki/File:Chick_Webb.jpg

http://www.flickr.com/photos/library_of_congress/sets/72157624588645784/

One of Gospel music's leading composers, Charles Albert Tindley, was from Maryland. More contemporary artists from Maryland include Frank Zappa, Tupac Shakur, Tori Amos, Toni Braxton, Sisqo, Ric Ocasek (The Cars), and LaKisha Jones. One of the Classical Music World's leading lights, Philip Glass, is also from Baltimore.

Prominent Contemporary Music Artists from Maryland (L to R), Frank Zappa, Tori Amos, and Toni Braxton

http://tinyurl.com/lyzgrev

http://commons.wikimedia.org/wiki/File%3A20070916_Tori_Amos.jpg

Researching Maryland musicians of all races and heritages will help to open the eyes of the next generation to this rich history of music and culture building within our own community. Be aware that the lyrics of some artists such as Billie Holiday, Tupac Shakur and Frank Zappa may be inappropriate for students, so care should be taken in assigning these artists for the project. However, students should be aware that they are part of the rich musical heritage of Maryland. Hopefully, students will understand that having a successful career in music is not dependent on being born in New York, Nashville, or Los Angeles – ability and the willingness to work hard, rather than location, are the keys to success. Using a digital software helps to make this history "come to life" as the finished product is a video with pictures, music, and facts brought together.

Lesson Development:

Students should have completed **Student Resource Sheet 1: My Computer Check List** which is a pre-assessment so that the teacher can check computer skills prior to starting the project.

Motivation: pre-assessment

Students will be learning about musicians from their own State who made a difference in the industry as well as affecting our culture. Play examples of music by prominent Maryland/DC musicians and see if students have heard of them. Many students may be surprised to learn that some major musicians such as Duke Ellington, Tupac Shakur, Toni Braxton, or Frank Zappa, came from Maryland or DC. Discuss whether location of birth, or talent and hard work, are more important for determining if a musician will be successful.

Day 1: Library

Students will be introduced to strategies for collecting biographical material and pictures for their project. Students will be assigned or allowed to select (based on the teacher's preference) a musician from a list that is provided. Drawing names for the artists might be the best way to dispense the names for the project. The teacher may decide if students will use only internet sources or whether printed materials like books, magazines or journals should also be used. Students should write the name of their assigned person on **Student Resource Sheet 2: Biography Fact Sheet** and if time allows, they may start recording facts.

Day 2-3: Computer Lab – Collection of Biographical information and Pictures

Students will start collecting facts and photos to be used in their project. Students will be shown how to save their projects in the assigned location. A minimum of 16 photos should be used in the presentation. (There is no maximum number of photos that can be used for the project). The biographical facts should be collected and organized *before* moving on to collecting pictures. Remember pictures should be of the assigned person of interest as well as his/her hometown, old photos of cities where they lived, attended school and/or performed. Maps, pictures of the major

instrument the musician used, groups the individual performed with, and awards received are other ideas for possible pictures for use in the project.

Day 3-4: Computer Lab – Viewing of some exemplars showing both good and poor quality are helpful in assisting students in your expectations. Teachers should become familiar with the digital program prior to teaching this lesson. Creating short photo story examples is a handy way of gaining familiarity with the software before teaching it to the students.

Introduce **Student Resource Sheet 3: Video Rubric** and explain the five areas of focus for the completed project. Students will then watch two examples of digital photo videos and discuss the good qualities as well as the weak parts of the presentations. Students should be given **Student Resource Sheet 4: Digital Photo Story Evaluation Form** to complete as they look at these two examples. This form will be used again at the end of the unit when they are watching the presentations of their classmates.

<u>**Creating Title Page:**</u> A title page can be created prior to class and kept in the appropriate format (Please see the example). Once there, students should add the name of the musician for their project, as well as their own name under "Created by." To personalize their title page, they should click on the text that will open-up the text box. Next, students may select to change the font, the color, or use word art when adding both their name and the name of their subject. Students may replace the picture with their own if they choose. Once completed, they must save the picture as a "*JPEG Filter"* file in the assigned folder location. This will be the FIRST slide.

Day 4-5: Computer Lab

Students will be introduced to the digital software program that the teacher has selected by looking at the screens. Students will make notes on the **Student Resource Sheet 5: Introduction to Digital Video Program** form in order to help with organizing the steps for entering photos, text, narration (if chosen) and saving the project daily. A brief overview to introduce the various screens should be done to allow students who are more advanced to begin the selected Digital Video Program.

Day 6: Computer Lab

Students will continue to place text onto photos and arrange photos to create smooth transitions of information. A logical sequence for presentation will happen if students use the planning sheet for the arrangement of pictures and facts. Voice recording will be introduced for those who desire to narrate their production.

Day 7: Computer Lab

The final project will be saved using the last screen in the program. You may select the type of finished project, for example, "save for playback on your computer," "save for playback on a

pocket PC, smartphone…" Settings will be used to select the quality settings of the project. Select NEXT (not save project) to build the final project which will be in video format.

Present the projects to the class while students are completing **Student Resource Sheet 6: Digital Video Photo Story Evaluation Forms.** This is used to keep students engaged as they view their fellow classmates' productions. This is also a way for them to record information about musicians presented.

Assessment:

The video project is the authentic assessment. The biography worksheet and the resources can also be part of the graded assessment as the teacher decides. Citing the pictures is an important part of this process. The *Collecting of Pictures* gives detailed information for proper citing of pictures obtained via *Google* or other search engine. Giving credit for the fact and the pictures are important parts of this learning experience.

Closure:

The presentations of the students' videos are the culmination of the project. If time is limited, the teacher may view the projects and determine which ones will be used in class. Viewing all of the projects does take time, but it is certainly a positive reinforcement for the children who have worked so hard to produce their video. It is also a way of sharing the information the students have gathered about their artist.

Thoughtful Application:

Digital video programs may be used in so many ways. Anytime you have a picture that can be used to tell a story, relate history, and open up a concept, these programs may be used. Historical events, people of interest, locations, time periods, etc. may be presented in this form. In what other school subjects might you be able to create digital video presentations?

Lesson Extensions:

1. Musicians whose names are followed by an asterisk on Teacher Resource Sheet 3 are those who are currently represented in the Reginald F. Lewis Museum of Maryland African American History and Culture. Visit the museum to learn about all these artists and their contribution to Maryland African American History and Culture.

2. Extending the numbers of pictures, text, narration, and transitions required in the project are excellent ways of meeting the needs of the more advanced student. To make an outstanding product takes time and attention to details like picture transitions, correctly placed text, quality pictures, and sound facts. Students with less experience may be paired with other students to create a partnership project.

Introduction to Digital Video Creation: Teacher Notes

For Windows XP

http://microsoft-photo-story.en.softonic.com/

For Windows Vista or Windows 7

http://windows-live-movie-maker.soft32.com/free-download/?lp=adwords&gclid=CPngrf3R67cCFRCe4Aod0QkAeg

or

http://windows.microsoft.com/en-us/windows-live/movie-maker#t1=overview

or

Use any Digital Software Program you desire

No matter what program you choose to use, read and answer the questions below before teaching the lesson:

1. **How do I start the program?**

2. **How do I upload photos into my program?**

3. **What does it mean to remove black borders?**

4. **How do I insert text?**

5. **What is the purpose of "Customize Motion?"**

6. **How do I add audio narration to my digital video?**

7. **How do I add music to my digital video?**

8. **How do I save my project correctly?**

9. **Once your project is completed, how do I save/publish the finished digital music video?**

Teacher Resource Sheet 2

Collecting and Saving Pictures

There are many places to collect pictures for your project and as you research your primary sources, you will probably find the pictures you desire to use. Make sure that you keep track of WHERE you get your pictures. You **MUST** give credit for them. This is easy to do if you copy the *source of your picture* at the same time you copy the picture to your folder. Copy the website link information of your picture to the *resource* section of your data collection page.

- Copy the picture into your folder using a right-click *"Save picture as."*
- Copy and past the website address for the picture as soon as you finish copying the picture to your folder.

See the webpage shown below for correct formatting when you are citing your picture resources.

http://www.shenet.org/high/hs_library/Citing%20an%20Online%20Image.htm

Citing an Online Image

Very important! If you are citing an image found in Google Images or any other image retrieval service, be certain to cite the image in its original context. Do not provide the URL of the enlarged image - you must use the URL of the page where the image was originally shown.

- Image creator's last name, first name, if available, or page author's name if available, followed by a period and a space
- Title of photo followed by a period, in quotation marks. If no title, describe briefly within quotation marks.
- Descriptive word (photo, map, cartoon, drawing, etc,) followed by a period and a space
- Website title in italics, followed by a space
- Website publication date in DD Mo. YYYY format followed by a period and a space
- Date image was viewed in DD Mo. YYYY format followed by a space
- Web address in angle brackets, followed by a period

example:
Suzuki, Lea. "Mick Jagger." Photo. *SFGate.com* 14 Nov. 2005. 14 Nov. 2005

<http://www.sfgate.com>.

Citing Pictures for Your Project

http://www.flickr.com/photos/pingnews/495597639/

Photographer	Title of picture or brief description	Descriptive word	Website Title	Date Website published Then date viewed
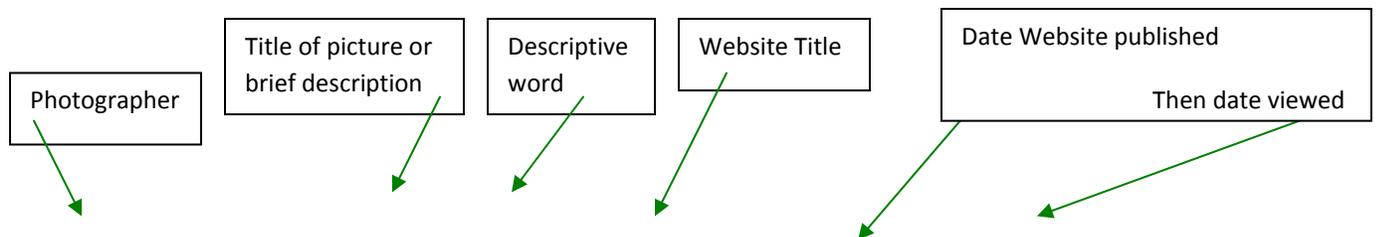
Parks, Gordon.   "Duke Ellington."   Photo.   Flicker.   02 May 9, 2007.   19 June 2013

http://www.flickr.com/photos/pingnews/495597639/

Saving Pictures for Your Project

1. Find your picture and right click on it and select *"Save Picture As."* **If you are in Google, you MUST click on the thumb sized picture to take you to the original source of the picture. If you save just the thumb size picture, it will be too small for a good presentation. Open to the full size picture.** Once you have the full size picture, right click and do your *"Save Picture As"*

2. Select the appropriate drop location by using the drop down menu.

   (If you do not select the file location manually, the default location for your pictures to save will be in your picture folder).

Follow the links and click on the assigned drive location given by your teacher – click & save.
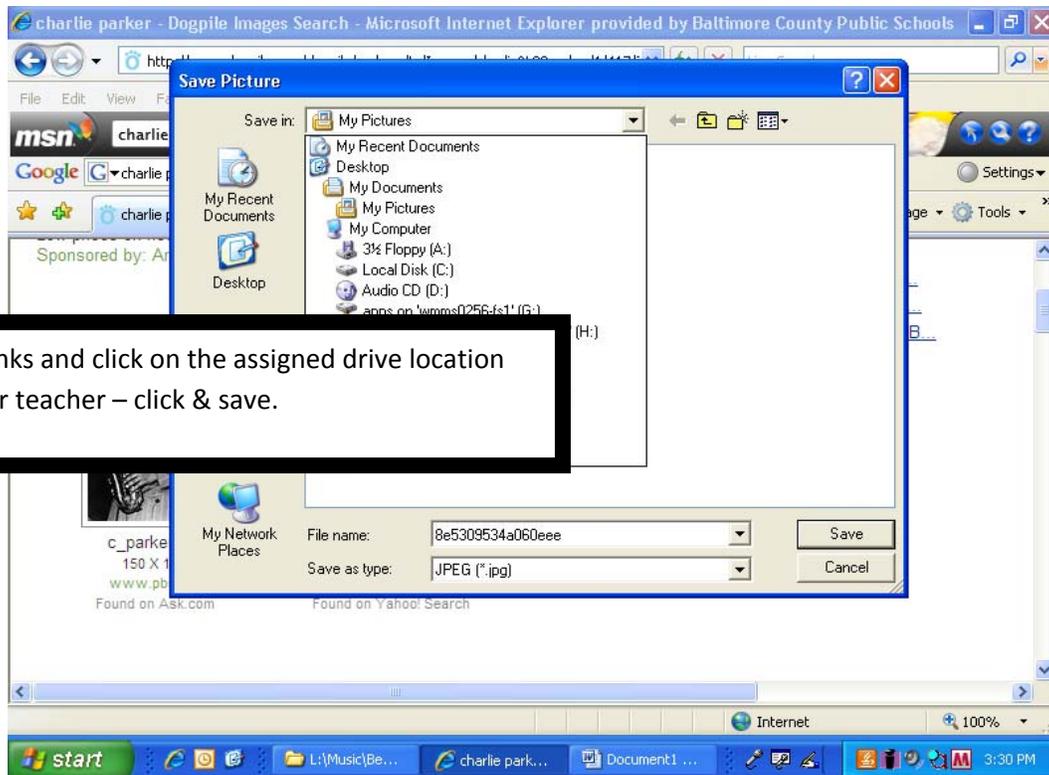
Teacher Resource Sheet 3

List of Maryland and Washington, D.C. Musicians

Below is a list of musicians that were either born or began their careers in Maryland or Washington, DC. The musicians selected to be used in this project may be taken from this list or compiled by the teacher. **The musicians with an asterisk following their names are musicians who are featured in the Reginald F. Lewis Museum**. Musicians can be selected by genre, time period, or any other criteria to be determined by the teacher.

Tori Amos

Eubie Blake *

Toni Braxton

Blanche Calloway *

Cab Calloway *

Ethel Ennis *

Ruby Glover *

Billie Holiday *

LaKisha Jones (American Idol 6th season finalist)

Sisqo

Tupac Shakur (born in Harlem but attended School for the Arts in Baltimore City)

Charles Albert Tindley *

Chick Webb *

Ric Ocasek (The Cars)

Frank Zappa

Philip Glass

<div align="center">

Teacher Resource Sheet 4

Grading Sheet for Video

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Included in the grading is the finished digital video project which is a reflection of the facts recorded on your *Bibliography* sheet. The second portion of your grade is the completion of the *Resources* portion of the Biography sheet.

Student Name	Digital Video Grade					Resources Page

Student Resource Sheet 1

Name_____

My Computer Experience Checklist

Please rate your experience with computers by circling the number that best describes your comfort for each item, with 5 being the most comfortable and 1 indicating you are not too sure.

Item	Not Sure	Maybe	Okay	Good	Great
Use a mouse	1	2	3	4	5
Open files	1	2	3	4	5
Locate files	1	2	3	4	5
Move files	1	2	3	4	5
Save files	1	2	3	4	5
Copy & paste	1	2	3	4	5
Cut & paste	1	2	3	4	5
Switch between two programs or files	1	2	3	4	5
Digital Video Program	1	2	3	4	5
Digital Camera	1	2	3	4	5
Edit Digital Pictures	1	2	3	4	5

Describe your level of computer literacy. Add any skills you have that are not been listed above. Do you have any fears about using computers?

Student Resource Sheet 2

Name: _____

Biography Fact Sheet

<u>Day 1 Planning Your Project</u>:

I choose _____ as the subject for my digital music video project.

Musician of Distinction:

1. Who:
   a. When (date) and where was he/she born and raised:

   b. Parents names and type of work (*family* history or relevant information about formative years):

   c. Where educated – high school (if the musician did not attend high school, what was he/she doing during this period of time)?

   d. Facts of early life – (Who or what shaped and impacted upon him/her)?

   e. College or career age – (What degree did the person earn or jobs did the person do)?

2. What style of music made this artist famous? What was his/her claim to fame?

3. What impact did this person have in Maryland, the District of Columbia, and the United States?

4. Where did the musician live and work when he/she became famous?

5. How did the musician's skill impact upon the world?

6. Include 5 facts that you found to be an interesting… "Wow" I didn't know that, or "No Way!" Include facts that you think are not only interesting to you, but would be interesting to your audience.

    a. Fact 1:

    b. Fact 2:

    c. Fact 3:

    d. Fact 4:

    e. Fact 5:

Video Rubric   Student Name: _____

CATEGORY	4	3	2	1
Soundtrack Fits Pictures	Music stirs a rich emotional response that matches the story line well.	Music stirs an emotional response that somewhat matches the story line.	Music is okay and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Images	Images create a distinct atmosphere or tone that matches the various parts of the story. The images communicate literal meaning as well symbolism.	Images create an atmosphere or tone that matches some parts of the story. The images communicate literal meaning as well symbolism.	An attempt was made to use images to create an atmosphere or tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere or tone.
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout. The order of pictures and information are well reasoned.	Establishes a purpose early on and maintains focus for most of the presentation. Order of information is good.	There are a few lapses in focus, but the purpose is fairly clear. Order of information was not always coherent.	It is difficult to figure out the purpose of the presentation.
Voice - Consistency	Voice quality is clear and consistently audible throughout the presentation. This includes text you add to give information.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. This includes text you add to give information.	Voice quality is clear and consistently audible through some (70-84%) of the presentation. This includes text you add to give information.	Voice or text needs more attention. Message to the audience is incomplete or confusing.
Topic Coverage - Person	Presentation includes who, what, where, why and when for the person. Facts and details clearly shown visually and through text	Presentation includes who, what, where, why and when and how for the person. Facts and details are not complete or shown visually and through text	Presentation includes only 2 items of who, what, where, why and when and how for the person. Facts and details not shown visually or through text	Presentation does not includes who, what, where, why and when for the person. Facts and details very limited or not shown visually and/or through text

Student Resource Sheet 4

Name _____

Digital Video Evaluation

Directions: Watch the Digital Music Video presentation and complete the following questions.

1.   WHO was this project about? _____

2.   WHO created this video? _____

3.   List three things you learned from this presentation:

    a.   _____

    b.   _____

    c.   _____

4.   Name at least ONE thing you liked about this presentation:

5.   If this was your presentation, what would you do differently?   List two ideas:

    a.   _____

    b.   _____

6. Was the information presented clearly? Circle: YES or NO   Explain the reason for your answer:

7. Use the space below to write any questions or comments that you may have about this project.

Student Resource Sheet 5

Name _____

Introduction to Digital Video Program

1. What is the name of the digital program you will be using? How do you start the program digital video?

   _____

   _____

   _____

2. How do you upload photos into the program?

   _____

   _____

   _____

   _____

3. What does it mean to remove black borders?

   _____

   _____

   _____

   _____

4. How did you insert and change text?

   _____

   _____

   _____

   _____

5. What is the purpose of "Customize Motion?"
   Motion and Duration _____

   _____

   _____

   _____

_____

6. How did you add audio narration and/or music to your digital video?

_____

_____

_____

7. How do you correctly save your digital video project?

_____

_____

_____

_____

_____

8. Once your project is completed, how do you save/publish the finished digital video story?

_____

_____

_____

_____

_____

Additional Notes:

Student Resource Sheet 6

Name _____

Digital Video Evaluation Forms

Directions: Watch the presentation and complete the following questions.

1. WHO was this project about? _____
2. WHO made this video? _____
3. List three things you learned from this presentation:
    a. _____
    b. _____
    c. _____
4. Name _at least_ ONE thing you **_liked_** about this presentation:_____

    _____

5. If this was your presentation, what would you do differently? List two or more things:
    a. _____
    b. _____
    c. _____
6. Was the information presented clearly? Circle: YES or NO

    Explain your reason for your answer: _____

    _____

    _____

<u>Next Presentation</u>

1. WHO was this project about? _____
2. WHO made this video?_____
3. List three things you learned from this presentation:
    a. _____
    b. _____
    c. _____
4. Name _at least_ ONE thing you **_liked_** about this presentation:_____

    _____

5. If this was your presentation, what would you do differently? List two or more things:
    a. _____
    b. _____
    c. _____
6. Was the information presented clearly? Circle: YES or NO   Explain your reason for your answer: ___

    _____

    _____

    _____

Next Presentation

Directions: Watch the photo story presentation and complete the following questions.

1. WHO was this project about? _____
2. WHO made this video? _____
3. List three things you learned from this presentation:
    a. _____
    b. _____
    c. _____
4. Name <u>at least</u> ONE thing you ***liked*** about this presentation:_____
    _____
    _____
5. If this was your presentation, what would you do differently? List two or more things:
    a. _____
    b. _____
    c. _____
6. Was the information presented clearly? Circle: YES or NO

    Explain your reason for your answer: _____
    _____
    _____
    _____

Next Presentation

1. WHO was this project about? _____
2. WHO made this video? _____
3. List three things you learned from this presentation:
    a. _____
    b. _____
    c. _____
4. Name <u>at least</u> ONE thing you ***liked*** about this presentation:_____
    _____
    _____
5. If this was your presentation, what would you do differently? List two or more things:
    a. _____
    b. _____
    c. _____
6. Was the information presented clearly?   Circle: YES or NO

    Explain your reason for your answer: _____
    _____
    _____