



## Finalist 'Best Teaching with ICT'

**Name:** Elizabeth Kazmierczak

**School:** Rāwhiti School, Christchurch

**Name of ICT activity:** Music Video Challenge

### 1. What is the Teaching with ICT activity that you want to be considered for the award?

My class created a music video to the song Oh What a Night and by doing this they used a range of ICT skills and technologies.

### 2. Why did you choose to use this activity?

At Rāwhiti School our theme for the year has been 'Challenge.' In Term One my learners did a lot of group and whole class challenges where they had to work as a team and show perseverance.

At the end of this inquiry we talked about what they could do next to really challenge themselves even further. We were singing 'Oh What a Night,' in class and Octopus' Garden. The children voted to decide what song they would use for their music video.

This opportunity would challenge them to use their imagination to create a story to go along with the lyrics. It would also mean, for this to be a success, they would need to use a range of tools.

### 3. How did you implement and use this activity?

In Term One and Two the children were given the opportunity to explore camera angles and shots by using iMovie trailers and the Digistore's Lights, Camera, Action activities. This was a user-friendly way to introduce children to the different camera shots and angles used in movie making. They created their own examples on the class blog.

Once the children decided the story would be set in another planet, in space, they watched some episodes of Lost in Space and the original music video for Oh What a Night. They also viewed specific Puppet Parody snippets on YouTube and liked the idea of using sock puppets.

The storyboarding process began with many whole class discussions and this led to a group of children working more in-depth on the storyboard. A draft storyboard was developed and this was scanned onto the computer. Children then identified the parts puppets would sing in the spaceship and what parts would tell the story. It also meant they could view their storyboard, as a whole class, on the data projector and make any further suggestions.

After the storyboard had been drafted we identified everything that had to be created. They used our class Pinterest account to create boards for the main props, like boards for spaceships and robots. The children used the Pinterest iPad app to pin relevant photos onto each board (some ended up on other boards!).

Most of the process to create this music video was captured by using 1SE (1 second a day).

Sometimes it was very hard to decide what to film because there were so many things happening all at once.

For the animation scenes a group of children used Puppet Pals. Before this was done they did a mock-up with rough drawings to see if what they'd planned would work. Most of the animators had some prior experience with using Puppet Pals. However, this was still a challenge, for instance not using two fingers to animate, as the object would change size during the recording.

The children were given choice as to what part of the film production they wanted to be involved in. This ranged from camera work to prop assistants.

Groups of children edited the music video. During the editing process the music video was regularly shared with the class for feedback.

When Oh What a Night was finished they worked in groups to prepare photos in Pic Monkey to write posts and share on the class blog. On the last day of term parents and whānau were invited to view Oh What a Night.

#### **4. What learning outcomes has it achieved for you and your class?**

I think the children realised that they couldn't have made this music video without all working together, for example there were children that would create and draw a robot and someone else would add the colour. At times some children would run out of steam and someone else would step in and take over. This happened a lot during the puppeteering scenes.

They were empowered by having choice throughout the whole process. This was also reflected in children voting for what designs would be used in the music video. At times there could be up to ten designs for a prop, like a bass guitar, they had to accept that only one design would be created as that final prop.

I observed children who had never been through this process or been through this process last year become more confident and take charge during filming. They learnt how to frame up the shot, shout out...Puppets Up...Rolling to Record... as a teacher I could step back and let children take charge. During the editing stage they learnt to look critically for the best shot or take the best shot from footage that wasn't that good. They needed to use the storyboard to help them edit...this was pulled apart during editing and written all over.

I did warn them before starting this challenge that it was going to be tough. On most of their reflections sheets there was the reoccurring comment...this was hard work! Though, they also feel very proud of what they've created. They realised that this couldn't have been done without everyone pulling their weight and working as a team.

The challenge for myself is always to find ways to activate children's thinking and to keep them ticking along towards a deadline. It was about interweaving the use of technology to make this task more accessible. An example was the use of Pinterest where children could collate their ideas. This saved printing out numerous photos from the net and meant during the design stage children weren't spending hours surfing the net looking for images. Their task was to use their boards as inspiration and to create their own designs.

It was also about using technology to create something that had never been done before. They've taken a 40-year-old song and created a new music video. We really like this song and we hope The Four Seasons would like the music video too!

View our blog posts Music Video - <http://goo.gl/SV4PKm>

View our page Music Video - <http://goo.gl/tL5qZq>