**Unit: Music Video - Movement** by Amelia Dunlap

**Objective:** Students will be able to explore various movement techniques by creating a music video.

**Class Level:** Beginning Theatre; no prior experience necessary.

**Class Length**: lessons developed for 85-minute class periods.

**National Core Arts Theatre Standards**:

**TH:Re8.1.HSI** a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

**TH:Cn11.1.HSI** a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.  
**TH:Re9.1.HSI** b. Consider the aesthetics of the production elements in a drama/theatre work.

**TH:Cr2.1.HSI** a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.  b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

**Big Picture:** Great Art is made through collaboration and analysis.

**Enduring Understanding 1:**Collaboration creates strong theatrical work.

**Enduring Understanding 2:**A text contains important information in conceptualizing a production.

**Enduring Understanding 3:** Movement and energy creates more interesting characters.

**Essential Question 1:** How do we use our strengths to work together to make good art?

**Essential Question 2:** How does movement and energy affect character work?

**Essential Question 3:** How can we use the text to inspire a new telling of the work?

**Lesson 1:  Introduction to Movement**

**Educational Objective:  Students will be able to explore spatial relationship, topography and Laman's 3 movements by moving on a grid and creating topographical tableaus.**

           Facet of Understanding – #2 Interpretation, #3 Application, #4 Perspective

**Enduring Understanding 1:**Movement and energy create more interesting characters.

           Essential Question 1: How does movement and energy affect character work?

           Essential Question 2: What differentiates gesture from topography. And how does all of this affect spatial relationship?

**Materials:** Giant paper, markers, masking tape for grid, board marker

**Hook:**Grid movement game. Create a giant grid on the floor with masking tape. Have students find a square on the grid to start. Let them face whatever way they choose. Call 2 steps forward, 1 step back, etc. Have students notice how they move around each other.

V1. If they go off grid they're out. Have a winner

V2. Land on same square out they’re out.

V3. If they cross each other at same moment both are out.

**Step 1** - Instruct students to become aware of people moving around them as they complete the grid movement game.

**Step 2-** Tableau work with spatial relationship. Give them a word and have them create a frozen picture with bodies.

**Step 3-** Introduce topography: “The landscape, floor pattern, the design we create in movement through space.” (*The Viewpoints Book*, Bogart and Landau. 11)

**Step 4**-  As a class, create a topographical tableau with a movement pattern. Give them a word like circles or triangles.

**Step 5** - Introduce Laman's 3 movement energies: Buoyancy, Radiancy, Potency.

**Step 6 -** Have students find a square and create their own individual topography illustrating one of those 3 movement strategies.

**Step 7** - Call each category and have students who chose that category perform their topography simultaneously.

**Final Assessment for Lesson 1:** Informal assessment as students work in class.

Have students record the pattern of their footsteps on their own giant paper with some symbol to designate which energy they were portraying.

**Homework:** Bring a piece of music that portrays one of the 3 energies and create a topography/movement sequence to it. 30 seconds minimum.

**Lesson 2: Music story**

**Educational Objective:  Students will be able to understand topography and movement energy by creating a music story utilizing Laman's movements and topography.**

           Facet of Understanding - #2 Interpretation, #3 Application, #4 Perspective,

**Enduring Understanding 1:  It is important to analyze a text for movment and energy.**

           Essential Question 1: What different kinds of analysis exist? What information can we gain?

           Essential Question 2: What kinds of movement exist in music?

**Materials:** Speakers

**Hook:**Lightning review: Grid Movement game, Topography zigzags (in groups)

If lack of understanding pull a pop quiz. If good understanding, no pop quiz.

See attachment at end.

**Step 1 -** Share music and movement they brought prepared to class.

**Step 2-** Play 3 music selections exploring buoyancy, radiancy and potency. Ex. 10 min ago, Here it goes again OK Go, We will rock you. (or zen music, flight of the bumblebee, shostakovich.

**Step 3-** Listen to song selection. Ex. Sweet child of mine.

On piece of paper, notate where the energies change. Create a map of the song.

**Step 4-**Students will then work together to create a story utilizing topography and energy to the song played.

**Final Assessment for Lesson 2:** Movement performance. Teacher will assess performances based on preparation, understanding of energy, and alignment with music.

**Homework**: N/a

**Movement Pop Quiz:**

1. Identify and define each of the 3 energies. Give a character example of each.

a.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ --

Ex.

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ --

Ex.

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ --

Ex.

2. In your own words, define Topography:

3. Draw a diagram of a topography with a circumstance attached to it.

*Prompt: Triangles*

**Lesson 3: Begin Music Video Project**

**Educational Objective:  Students will demonstrate collaboration skills by working together to select a piece of music from which to build their music video.**

           Facet of Understanding - #1 Explanation, #2 Interpretation, #6 Self-Knowledge

**Enduring Understanding 1:**Collaboration creates strong theatrical work.

**Enduring Understanding 2:**A text contains important information in conceptualizing a production.

           Essential Question 1: How do we use our strengths to work together to make good art?

Essential Question 2: How can we use the text to inspire a new telling of the work?

**Materials needed:** 4 music pieces. white board marker. Speakers

**Hook:**    Animal warm up: 3 animals--3 energies. Instruct students to think of one of Laman’s 3 energies. Then tell them to think of an animal they feel represents that energy. Have them become that animal. Have them do this for all 3 energies. Remind them to interact with one another in their animal form. Tell them to pick one and turn that energy into human physicalizations and gestures.

**Step 1 -** Isolations: 3 energies hands: 3 energies facial expressions. Have students face each other in two parallel lines. The person across is their partner. Have students embody each of the 3 energies isolating one body part. For example, your eyes, then nose, then hands, etc. The partner is to watch how the other partner does.  
**Step 2 –** Go over the new assignment with the introduction sheet of paper.

**Step 3** – Students will listen to 4 pieces. After listening they will vote on one piece to create their class music video.

**Step 4-** After choosing the song, students will sign up for team-member roles. (See handout at end.)

**Step 5-** Students will then listen to the entire song and create a music map of the song.

Students will listen especially for what their roles will require of them.

**Final Assessment for Lesson 3:** Student participation and involvement in selection process.

**Homework:** Begin brainstorming ideas for the music video, in the school space. Something they can reasonably accomplish within the given window of time.

**Music Video Assignment: Due: Beginning of class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Objective: Students will demonstrate understanding of different movement techniques by creating a music video demonstrating those techniques.

**Step 1: Choose a song. Choose team member roles.**

1. **Students will choose a song , which lays the foundation for movement and story. They must get approval from teacher before moving forward with the song selected.**
2. **Students will designate a Director/Editor, Stage Manager, Choreographer, Cameraman, Costume/Set coordinator, Dramaturge and**
3. **Students will need to find access to a video camera/editing program.**

Director/Editor: Director will create a concept for the music video, coordinate actors, coordinate film shots, and edit the final product. Editor should have experience and access to iMovie or another film editing software. The director will need to hand in a paper or presentation with a dramatic metaphor (representative image) that encapsulates the piece, with a 1-2 sentence statement that captures the big idea.

Assistant Director: Will work with director to help make decisions on production. He/She will take detailed notes of the progress and needs the group has each time they meet. He/She will coordinate schedules, the shooting schedules, and be the time keeper and task manager for the group. Stage manager will hand in all notes and schedules at the end of process.

Choreographer: Choreographer will be in charge of blocking the movements which shall include topography and gesture, as well as the 3 energies either in character or movement. Choreographer will turn in a movement map of choreography for video.

Cameraman: Will work closely with director to set up shots and film them using the right angles and effects. Cameraman will turn in a camera shot storyboard created together with director.

Costume/Set Designer: Will make a list of costume/prop items needed. Will make assignments to group members for bringing these things in. Coordinator will turn in their lists and make a report of the group’s work at end of process.

Dramaturge: Will do research on the song and story for the piece. Researches the given circumstances (setting, fashion, time period, social class, etc.) in which the piece will take place and will create a 1-page write-up of findings to present and share with the group and to hand in at the end of the process.

**Elements to include: Story arc, Character, Topography, Gesture, 3 energies, Spatial Relationship.**

**Step 2: Storyboarding.**

Students will work as a group to brainstorm ideas for their music video. They will then create a storyboard to organize their ideas and agree upon a layout for their piece. Students will consider story arc, character, 3 movement energies, topography and gesture when creating their storyboards.

Groups will then present their storyboard to the class outlining in detail their plans for their piece.

**Step 3: Planning, Scheduling and Gathering.**

Students will collaborate, schedule, assign roles, and gather materials for the filming of their music videos.

**Step 4: Filming.**

Up to two days will be given to film music video in class. If group members prefer to do the filming outside of class that is acceptable.

Filming Regulations:

1. Students will NOT leave school premises for filming during class. They must stay in areas designated by the teacher.
2. Students will need to access video and filming equipment on their own. (It can even be done using a phone or other mobile device that can be uploaded and edited.)
3. If students are not using class time appropriately, filming during class will be prohibited and we will move on with our lessons. There must be productive work displayed during class. No meandering or quarrelling will be tolerated.

**Step 5: Editing.**

Group Members will aid the Director/Editor in making editing choices for the film, although he/she will have the final say so as to align the final product with his/her concept.

Students will be given a day in class to use the school computers for this, but it will need to be completed at home.

**Important Note: The roles people are assigned mean they are in charge of that specific element of the production. They do not mean that student has to/should be doing all of that work in that area. Group Member should be productive and helpful in working together to offer ideas and support to each in the different areas.**

For example the Costume/Set coordinator should not be forced to bring in everything on his/her own. Group members can help bring things in. The choreographer can get help in the form of ideas from group members, but will ultimately have the final say in how it is put together.

**Final Note: Have fun and do good work!**

**Lesson 4: Storyboarding**

**Educational Objective:**Students will be able to create a story for their music video by working as a team to create and present a storyboarding concept.

           Facet of Understanding - #1 Explanation, #2 Interpretation, #3 Application

**Enduring Understanding 1:**Theatre reflects real life stories and experiences.

**Enduring Understanding 2:**Theatre teaches critical thinking and analysis of stories.

           Essential Question 1: How does collaboration affect choices in creating a music video?

           Essential Question 2: What influence does story arc have on storyboarding?

**Materials needed:** Big paper, Markers, notebook paper.

**Hook:**    Watch a music video in class. Analyze its composition.

 Ex. Regina Spektor “Fidelity”, OK Go “Here it goes again.”

**Step 1 -** Present Examples of a Storyboard, and examples of different camera shots.

Useful resource: www.mediacollege.com/video/shots/

**Step 2-** Have the class work together to come up with a story board for the music video.

**Step 4-**Present their storyboards to class/teacher as if in a story pitch.

**Step 5** - They will use the last 10 minutes to work as a group to fulfill step number 3: Assigning, organizing and gathering.

**Final Assessment for Lesson 4:** Students will be informally assessed on group collaboration.

Student storyboards will be handed in and assessed based on preparation, thoughtfulness and appropriateness.

Presentations will be assessed on projection & diction, communication and enthusiasm.

**Homework:** Be prepared for the prep day next class. Individual Assignments will be due at the End of the period.

**Lesson 5: Preparation**

**Educational Objective:**Students will be able to plan out their music video by working through the details of storyboard, creating and practicing choreography, and making lists of what costumes, props, etc they wish to bring in next class period.

           Facet of Understanding - #1 Explanation, #2 Interpretation, #3 Application

**Enduring Understanding 1:**Organization and preparation work is essential for quality art.

**Enduring Understanding 2:**Everyone has a role in the creation process.

           Essential Question 1: How do your strengths help you fulfill your individual role of creation?

           Essential Question 2: How does planning ahead help you to foresee obstacles in the creation process? And where can solutions be found for those obstacles?

**Materials needed:** Storyboards graded.

**Hook:**    Focus warm up: Go. Stop. Clap. Jump. Inverse commands.

**Step 1 –** Students will work on completing their individual assignments and working together on what they need to get together in preparation for the filming day next class period.

**Step 2 –** Individual assignments must be complete and approved by teacher by the end of the class period.(See original assignment sheet.)

**Final Assessment for Lesson 5:** Individual assignments turned in by end of class period.

**Homework:** Bring in everything you need to film next class period.

Suggestion: Swap contact information so you can help remind each other.

**Lesson 6: Filming Day #1**

**Educational Objective:  Students will be able to explore movement and collaboration by filming their music video.**

           Facet of Understanding - # 2 -Interpretation, # 3 Application

**Enduring Understanding 1:**Prep work makes the production run smoother.

**Enduring Understanding 2:**Everyone’s individual talents are needed in order for production success.

Essential Question 1: How does movement and energy affect character work?

Essential Question 2: How can we use the text to inspire a new telling of the work?

**Materials needed:** Everything you need for the music video.

**Hook:**  Class warm up: Circle up. Jump & land at same time. Focus. Work together as a team to accomplish.

Warm up 2: Pass the clap.  Start with one person. They meet the eyes of the person beside them and they have to clap together. If they are off or don’t look at each other they have to start back at the beginning. Pass the clap all the way around the circle.

**Step 1 –** Students will go around designated areas of the school in order to film their music videos.

**Step 2**- Students will follow their storyboards in an organized manner in order to complete their videos.

**Final Assessment for Lesson 6:** Informal Assessment of group work in filming.

**Homework:** Bring items/costumes and props needed for filming day #2.

**Lesson 7: Filming Day 2**

**Educational Objective:  Students will be able to explore movement and collaboration by filming their music video.**

           Facet of Understanding - # 2 -Interpretation, # 3 Application

**Enduring Understanding 1:**Prep work makes the production run smoother.

**Enduring Understanding 2:**Everyone’s individual talents are needed in order for production success.

           Essential Question 1: How does collaboration affect choices in creating shots for a scene?

           Essential Question 2: What influence does a story arc have on filming a scene?

**Materials needed:** Whatever they need for their music videos.

**Hook:**  Class warmup : Throw the smile.      In a circle, class members face each other. One person starts with a goofy smile on their face. They have to wipe it off and pass it to someone across the circle. If you smile when you don’t “have” the smile, you’re out. Assign each individual one of the 3 energies and have them make their smile reflect that energy each time they receive the smile.

\*Remind students they need to have these energies in their music video.

**Step 1 –** Students will have half of the class period to go around designated areas of the school in order to film their music videos.

**Step 2-** Students will follow their storyboards in an organized manner in order to complete their videos.

**Step 3 –** The second half of the class period students should work on editing their music video.

**Final Assessment for Lesson 7:** Informal Assessment of group dynamics.

**Homework:** Complete editing of music video for next class.

**Lesson 8: Reflection and Analysis**

**Educational Objective:  Students will be able to explore movement techniques, and production collaboration by creating their own music videos and presenting them.**

           Facet of Understanding - #1 Explanation, #4 Perspective, #5 Empathy, #6 Self-Knowledge

**Enduring Understanding 1:**Reflection is an important part of the creative process.

**Enduring Understanding 2:**Theatre teaches critical thinking and analysis of stories.

           Essential Question 1: Why is reflection on our own work as theatre artists important?

           Essential Question 2: What does analysis from other perspectives tell us about our work?

**Materials needed:** Group Evaluation forms, Reflection Assignment

**Hook:**    Class warm up: Perfect Circle.    Silently students will form a perfect circle. When they have all done so they break and touch the wall and come back to form a perfect square. Then triangle, rectangle, etc.

**Step 1 –** Students will present their music videos. As a class we will discuss them and analyze their quality. Hand out a rubric to each student and have them grade themselves on the final product. Tell them that I will be doing the final grading, but I will consider what they put on their rubrics. Please be honest with yourself. If you circle all superiors, I will believe you’re not taking this opportunity seriously.

**Step 2-** Students will then complete group evaluation forms.

**Step 3-** Students will have 15 minutes to reflect on their experience collaborating to create a production.

We’ll discuss as a class what they felt were individual and collective successes and challenges they encountered, and what they take away from the production experience.

**Final Assessment for Lesson 8:** Grading of final music video.

**Music Video Assessment Rubric:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **20-18 points**  **Superior** | **17-16 points**  **Excellent** | **15-13 points**  **Average** | **<12 points**  **Poor** | **Total** |
| **Movement Techniques** | Students have thoughtfully and deliberately incorporated movement techniques into their film. All techniques are present: 3 energies, topography, spatial relationship, gesture. | Students have incorporated most of the movement techniques into their film in a well-done and rehearsed manner. | Students have incorporated some of the movement techniques but it was not deliberate and does not demonstrate mastery of subject matter. | Students have not thought about movement techniques in relationship to their song and storyline. |  |
| **Storyline and song choice** | Storyline fits well with chosen song and both are appropriately portrayed. Storyline is thoughtful and has an arc that adds to the meaning of the song. | Storyline fits with chosen song and both are appropriately portrayed. Storyline makes sense, but may not have an arc or contribute to the meaning of the song. | Story is there but has holes or is repetitive, does not add to song, and/or is chaotic or not clear to the viewer what the point is. | Students have a music video, but the storyline is weak, there is no arc, or is blatantly repetitive. |  |
| **Cinematography** | Camera angles and shots were pre-planned and thought-through. There is a variety of camera shots used and they worked effectively to portray the song and story. | There is a variety of camera shots used and they worked effectively to portray the song and story of it. | Students used a variety of shots, but they are not focused or edited well, and can be sloppy at times. | The same shots are used over and over, there was not thought beforehand of how to angle the shots. The cinematography is sloppy or thrown together last minute. |  |
| **Process** | Students have used their time masterfully.  Class time was productive and organized.  Ideas were well-thought through, and problems were addressed immediately. | Class time was productive, but perhaps not organized. Problems were addressed, but difficulties arose in addressing them. | Class time was adequately productive, but not utilized fully. Problems were addressed, but struggles occurred which hindered the forward progress of assignment. | Class time was not used well. Problems turned into fights and arguments. There was a significant lack of organization in the process. |  |
| **Teamwork** | Students have worked together collaboratively. Each student has fulfilled his/her individual job masterfully so the group can function well and in a timely manner.  Students were able to use differences to become strengths in the collaborative process. | Students have worked together collaboratively. Each student has fulfilled his/her individual job.  The collaborative process worked well. | Students did not work well together collaboratively, individuals fulfilled assignments, but not on time in a manner to use those to help group. Team members struggled to communicate and the collaborative process and final produced suffered because of it. | Students did not fulfill their individual assignments and this negatively impacted the group’s quality of work. Dissentions and arguments prevented the group from working well together. |  |
|  |  |  |  |  | /100 |

**Music Video Group Evaluation:**

Group Member Evaluation My Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please **rank each of your group members** on a scale of 1-5 according to how well they worked in your group. **1 is lowest, 5 is highest.**

*\*Please Note, these are* ***completely confidential****, so please be honest. Your teacher is the only one who will see these and they will not be returned.*

**Self Evaluation**: Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superior Poor

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

Group Member was always present

Group Member was actively engaged in group planning

Group Member contributed significantly to the Music video’s overall success

Group Member fulfilled his/her individual assignment on time

Group Member fulfilled his/her individual assignment in a manner that helped the group plan

Group Member helped to solve problems

Group Member contributed ideas that helped shape story

**Any other comments you think your teacher needs to know:**

**Group Member #1**: Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superior Poor

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

Group Member was always present

Group Member was actively engaged in group planning

Group Member contributed significantly to the Music video’s overall success

Group Member fulfilled his/her individual assignment on time

Group Member fulfilled his/her individual assignment in a manner that helped the group plan

Group Member helped to solve problems

Group Member contributed ideas that helped shape story

**Group Member #2**: Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superior Poor

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

Group Member was always present

Group Member was actively engaged in group planning

Group Member contributed significantly to the Music video’s overall success

Group Member fulfilled his/her individual assignment on time

Group Member fulfilled his/her individual assignment in a manner that helped the group plan

Group Member helped to solve problems

Group Member contributed ideas that helped shape story