

# Assignment #1 - Part B

## Clark Quinn's "4C's" put into Practice

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### Synopsis of Traditional Activity

Students were asked to choose a song of their liking and create their own original music video to present to the class. They had the use of a camcorder for recording and a computer or laptop for editing and exporting for viewing. Learning outcomes are as follows:

- Students will be able to show appreciation for music by collectively choosing a song that the group likes
- Students will be able to create a storyboard for the chosen song based on their understanding of the lyrics and melodies (paper-based, cartoon)
- Students will be able to choreograph, record, and present their interpretation in video format in the form of a music video
- Recording and editing may be done through the school camcorder and desktop computer

The project would span over a few months as most of the work was constrained to the classroom.

### Activity Modified with to use Mobile Devices

- **Modified Learning Objectives**
  - ◆ Students will be creating a music video in groups of 4 or more using only mobile devices
  - ◆ Students must use their own iPhone or iPad
  - ◆ Students are encouraged to use free or native apps such as Camera, iMovie, iMessage, FaceTime, to facilitate recording, editing, communication, and collaboration
- **Age Group:** Grades 7 - 10
- **Subject:** Music / Performing Arts
- **Resources:** At minimum, 1 [iPad](#) or [iPhone](#) will be needed in each group in order to accomplish the task. Students can use any mobile app they like for creating and editing. Some suggestions are [iMovie for iOS](#), [Cinemek Storyboard Composer](#), and [iMotion](#). A tripod is recommended but not required. Students will communicate/collaborate over iMessage, phone conversation, FaceTime or f2f meeting.

## Incorporating the “4C’s

<b>C - Content</b> <ul style="list-style-type: none"><li>• All learning tools are located on the mobile device along with help options incorporated if needed</li><li>• Devices are with them at all times so items can be edited, researched and discussed from anywhere</li></ul>	<b>C - Compute</b> <ul style="list-style-type: none"><li>• Students use tools to augment their captured content. Adding transitions, graphics, and effects are examples.</li><li>• Rendering and exporting final product to various file formats as necessary</li></ul>
<b>C - Communicate</b> <ul style="list-style-type: none"><li>• Using iMessage, texting or even calling, students can communicate easily without needing to be in the same physical space</li><li>• Edits and progress can be shared quickly and easily</li></ul>	<b>C - Capture</b> <ul style="list-style-type: none"><li>• Students will use the mobile device to capture the video.</li><li>• Students can add in dates and times to their video in order to properly sequence the final product</li></ul>

## Differences / Advantages of using Mobile Devices

- This activity took 2-3 months traditionally, with mobile devices, it takes only a month
- Students can easily edit-on-the-fly on their own device and share with other quickly
- With mobile devices, students have access to all apps in one place
- Projects can move inside and outside of the school with ease so students have the option to edit at home
- There is little to no cost involved other than devices which students would own in this case
- School hardware is less likely to get lost or damaged
- Projects are saved to the students’ own device(s) or the cloud so there is no more searching for the laptop where they last saved their work