

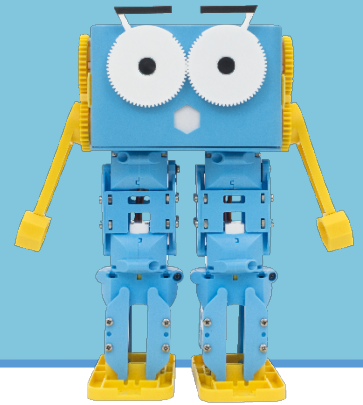
Lesson 3.4 – Shoot a Music Video

Education Level: Third/Fourth Level (Ages 11-14)

Lesson Duration: 45 minutes

Prerequisite Knowledge: Lesson 3.1 – 3.3

Device Compatibility: Laptop or PC



Lesson Overview

Continuing on from lesson 3.3 where students started to create some dance routines, we will be looking at creating a music video. Extending the dance routine covered in the last lesson, students will need to create a background scene for the video, select music and choreograph Marty's movements for the video.

Learning Objectives

- Create small Python scripts using IDLE or an equivalent editor
- Explore the use of combining multiple commands to get a sequence of movement happening
- Plan, design and choreograph movement, scenery and music to create a music video

Key Vocabulary

- Python
- Coding
- Script
- Dance
- Movement

Resources & Equipment

- Marty the Robot
- Python editor (such as IDLE)
- Access to computers/laptops (with Python & MartyPy installed)
- Student workbook (Lesson 4)
- Either printouts of backgrounds for the music video or pens/paper/whiteboard for drawing and creating a background
- Devices/cameras for recording the music video

Additional Reading

- Educator's Guide
- Get Started with MartyPy
- MartyPy documentation
- Marty Music Video activity post

Learning Plan & Activities

1. Introduce the theme of the lesson to students and assign the task of creating and shooting a music video for Marty
 - a. Highlight that they will need to think about the following – music choice, background/setting for the video, choreography of dance routine
 - b. They will probably want to reuse parts of their dance routine from the previous lesson
 - c. It might be useful for students to assign different jobs to the members of their group, for example, some students might want to focus on the choreography whilst others could be in charge of directing and thinking about scenery
 - d. You could set a time limit – for example a whole 3 minutes might be too long but 2 minutes of dancing would be a good amount and requires students to think about what part of the song they want to use
2. Student groups should start the work on planning and preparing their dance routine for recording
3. Remind students throughout the lesson of how long they have left to record their dance routines

- a. You may want a separate noise-free space for students to record their videos or just ask the class to be very quiet when one group is ready to record
4. If there is time, you might want to present the different videos created or you could do this at the start of the next lesson!

Additional Challenges

- Make some time for editing the videos, that way students can add special effects to their video and fix areas that they want to change
- Organise a time for students to demonstrate and show off their music videos to other classes or at a special assembly

Curriculum Benchmarks

Curriculum for Excellence – Technologies Benchmark Guide

● = Fully Addresses Benchmark ○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	Lesson 3.4
Digital Literacy	TCH 0-01a	●
	TCH 1-01a	●
	TCH 2-01a	●
	TCH 0-02a	●
	TCH 1-02a	○
	TCH 2-02a	○
	TCH 0-03a	○
	TCH 2-03a	○
Technological Developments in Society & Business	TCH 0-05a	●
Craft, Design, Engineering & Graphics	TCH 1-09a	●
	TCH 2-09a	○
	TCH 3-09a	○
	TCH 4-09a	○
	TCH 1-10a	○
	TCH 0-11a	●
	TCH 1-11a	●
	TCH 2-11a	○
	TCH 0-12a	●
	TCH 1-12a	●
	TCH 3-12a	○
Computing Science	TCH 0-13a	●
	TCH 1-13a	○
	TCH 2-13a	○
	TCH 3-13a	○
	TCH 3-13b	○
	TCH 0-14a	●
	TCH 0-14b	●
	TCH 1-14a	○
	TCH 1-14b	○
	TCH 2-14a	○
	TCH 2-14b	○
	TCH 3-14a	○
	TCH 0-15a	●
	TCH 1-15a	○
	TCH 2-15a	○
	TCH 3-15a	○

	TCH 4-15a	○
--	-----------	---

National Curriculum – Computing, Design & Technology

● = Fully Addresses Benchmark ○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	Lesson 3.4
Computing	1-a	●
	1-b	●
	1-c	●
	1-d	●
	1-e	●
	2-a	●
	2-b	○
	2-c	●
	2-f	○
	3-a	●
	3-b	○
	3-c	○
	3-e	○
	3-f	○
	3-g	●
	4-a	○
	4-b	○
Design & Technology	1.1-a	●
	1.1-b	●
	1.2-a	○
	1.3-b	●
	2.1-b	●
	2.2-a	○
	2.3-b	●
	2.4-d	●
	3.1-b	●
	3.1-c	●
	3.1-d	●
	3.1-e	●
	3.3-c	●
	3.4-d	○

Australian F-10 Curriculum – Digital Technologies, Design & Technologies

● = Fully Addresses Benchmark ○ = Partially Addresses Benchmark

Curriculum Organiser	Benchmark Covered	Lesson 3.4
Digital Technologies	ACTDIK001	●
	ACTDIK002	●
	ACTDIP003	●
	ACTDIP004	●
	ACTDIP006	●
	ACTDIK007	○
	ACTDIP009	○
	ACTDIP010	●
	ACTDIP011	○
	ACTDIP013	●
	ACTDIP017	●

	ACTDIP019	<input type="radio"/>
	ACTDIP020	<input type="radio"/>
	ACTDIP022	<input checked="" type="radio"/>
	ACTDIK024	<input type="radio"/>
	ACTDIP027	<input type="radio"/>
	ACTDIP029	<input checked="" type="radio"/>
	ACTDIP030	<input type="radio"/>
	ACTDIP038	<input type="radio"/>
	ACTDIP039	<input type="radio"/>
	ACTDIP040	<input type="radio"/>
Design & Technologies	ACTDEK001	<input type="radio"/>
	ACTDEK002	<input type="radio"/>
	ACTDEK004	<input type="radio"/>
	ACTDEP005	<input checked="" type="radio"/>
	ACTDEP006	<input checked="" type="radio"/>
	ACTDEP007	<input checked="" type="radio"/>
	ACTDEP008	<input type="radio"/>
	ACTDEP009	<input checked="" type="radio"/>
	ACTDEK013	<input type="radio"/>
	ACTDEP015	<input checked="" type="radio"/>
	ACTDEP016	<input type="radio"/>
	ACTDEP018	<input checked="" type="radio"/>
	ACTDEP025	<input checked="" type="radio"/>
	ACTDEP026	<input checked="" type="radio"/>
	ACTDEP028	<input type="radio"/>