

## LLED 368 MEDIA PROJECT 2 – JENNY K., KELLY L., RACHEL L.

(Link to our project: <https://www.youtube.com/watch?v=ep7znxJ6dAQ>)

### 1. Brainstorming process

At the completion of Media Project I, we thought of elaborating on the subject of idioms. Upon further discussion, we decided that presenting the same subject in a different mode was not appealing as it is not constructive in developing new ideas or skills. Back to the drawing board, each of us individually suggested choices in creating board games, music remixes, or comics on topics of different Englishes or novel adaptations.

Nothing resonated—until the mention of using the wordless text, *The Arrival* by Shaun Tan. Since the text is about moving to a new environment, at first, we thought about interpreting the text to our own experiences as we all have our own stories of the process of immigration or playing music that matches the mood of the text. Then everything immediately clicked together. As a result, we reached the agreement to merge the musical, visual, and literary elements into syncing songs with lyrics that express our ideas about the text.

### 2. Pre-production strategies

#### The story

If you look at the whole text, *The Arrival* depicts the process of moving to new environment. Again, because it connected with our personal experiences, we decided to portray it through an immigrant's point of view. However, we also discussed that since it is a wordless text, it is open to interpretation. Since the main idea is placing one's self into an unfamiliar environment, it can also be relatable to everyone as it is most likely that students have had experiences in entering a new environment such as moving, transitioning into high school/university, making new friends, and so forth.

In our case, we each talked a bit about our experiences with immigration. After listening to each other, we summarized our ideas, found the commonalities, and allocated the process into several categories. In short, the categories are memories about our hometown, the process of moving, the difficulties we faced in a new environment, the mode of integration, and finally, the immersion into a new society. As a trio, we went through the whole book together and chose pages that stand out to us in the respective categories.

#### The songs

As for remixing the music to the images, we initially searched for songs that have lyrics that connect with the categories. Soon, we realized that there is such a vast sea of songs from various genres; we were lost at sea. It was difficult recalling songs from memory, so we ended up Googling keywords from the categories, asking others for songs, thinking of movies that have relative themes, and just plain browsing from one YouTube video to another. Afterward we had a collection of songs, we downloaded the music straight from YouTube using the website [www.youtube-mp3.org](http://www.youtube-mp3.org). From there, we used the program Audacity (Garageband would also suffice), uploaded the tracks, cut the tracks to the minutes of the lyrics, and made a remix file by altering the speed, tempo, fade-in/fade-out effects.

#### The merge

Upon completion of the remix file, we started to match the music up to the images using iMovie. It was a process of cropping and motioning images to last eight to ten seconds. Not long after, we faced

another problem; the timing of the songs did not match the images. Therefore, throughout the process, we had to cut the music shorter or longer or leave out some songs altogether; it is a long, repetitive, and difficult process.

### **3. Assignment of roles**

In the assignment of the roles, we reached a mutual consensus. Since Rachel has newly learned how to use iMovie from the previous media project, she was responsible for producing the final video of matching the visuals to the music. As Kelly is experienced with Audacity, she dealt with cropping music and remixing. Finally, since Jenny is more technologically challenged, she put in more effort in technical work, such as searching for songs and lyrics, downloading the music, and writing.

### **4. Approaches to assessment**

#### **Multimedia nature**

Regarding the multimedia nature of the project, students will be assessed on the connection between image and song lyrics, as well as the mood. There are three criteria of a successful video: 1) is it complete, 2) does it instigate emotions in others/does it connect, and 3) did it demonstrate students' ability in technology. However, more marks will be given on the completeness of the project and their exploration with technology as a whole rather than the quality since we are not assessing students' understanding in technology. We hope to encourage students to keep learning. Furthermore, I think for this project, we would provide other choices such as recording a story with their own voices, making captions to songs, and so forth.

#### **Collaborative nature**

To address the part of schooling that requires students to work together, the project allows students to find commonalities among each other as everyone has different base knowledge. We are seeking for students to be open to discussion, seek others' skills, create interpersonal relationships, and help each other develop.

### **5. Challenges**

As mentioned in class, one of the challenges is teaching students about copyright issues. It is vital for students to monitor their use of others' artwork and learn how to cite to the sources. At this point, it would be helpful to introduce the concept of ownership and introduce students to usable resources. Moreover, the project may be overly complex to the students; it would be beneficial to discuss themes in class to help students narrow down topics. However, it should still be kept open and so that students can tailor it to their own needs. Another factor to consider is that since everyone has different experiences, there may be disagreements within the groups. Lastly, since topics like immigration or moving to a new environment are sensitive subjects, we must first learn of every student and debrief the purpose of the assignment.

#### **Picture Book:**

Tan, Shaun. *The Arrival*. London: Hodder Children's Books. 2007.

#### **Songs/Music:**

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. Erik Satin – Je Te Veux     | 2. Ingrid Michaelson – Home       |
| 3. Augustana – Boston          | 4. Michael Bublé – Home           |
| 5. Kelly Clarkson – Break away | 6. Edward Sharpe – Life is hard   |
| 7. Ingles – A Whole New World  | 8. R. Kelly – I believe I can Fly |