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INTRODUCTION TO THE TEACHER GUIDE

The Teacher guide is designed to give you clear instructions on how to use the project with your students. It is broken into 2 main sections:

1. A step by step guide
2. Supporting materials, resources (includes additional activities)

The project consists of a series of consecutive steps. Each is described in detail throughout this guide with clear indications of the students’ role and the teacher role. The students themselves have a separate guide and should not see this guide for teachers.

If you would like to understand further the pedagogical basis and background to the project, you will find detailed information in the ‘Background to the Project’ document.
PART I.

A STEP BY STEP GUIDE
1 STEPS INTO POPULLAR

The PopuLLar project consists of a number of steps that will be completed by your students. The project is planned so that the students work autonomously and the teacher acts as a facilitator. If the students request help then the teacher can advise and support. Each step in the list below is detailed below in this document and also shows were your involvement can be.

The steps your students will undertake are:

Phase 1 – Creating and recording a song

- Step 1 - Select a song
- Step 2 - Rewrite the lyrics (native language)
- Step 3 - Translate their lyrics (target language)
- Step 4 - Record singing (both) audio & video
- Step 5 - Upload and share

Phase 2 – Sharing across Europe

- Step 1 - Select songs made by other students
- Step 2 - Translate (native language)
- Step 3 - Record singing audio & video
- Step 4 - Upload and share

In addition to these steps there are a number of supportive and additional activities that the students can complete, if they wish. You will find these additional activities in the Additional Activities section of these documents below (Part 2). These include:

A.  Warm-up activities
B.  Creating a choir

1.1  POPULLAR BY STEPS – TEACHER PERSPECTIVE

Preparation
Before starting the project the teacher involved (a single teacher or a small team can be involved, it is up to you) will need to become familiar with this guide. You should also become familiar with the student’s guide (that includes many videos).

Your students

The first step for the students is for you to introduce the project and student guide. It is important to stress in the briefing that the project is owned by the students, that they will be working autonomously and that you will be available if they require any help or resources. They should then read the student guide and watch the videos; this can easily be an out of classroom activity.

Student Groups

The whole class can work together as a whole group or can be divided into groups (the minimum in a group should be 5). We suggest that because the project requires many skills the students decide themselves who takes responsibility for various tasks, but it is very important that all members of the group should also contribute to every step of the project.

The individual task list includes:

- Writing a song
- Translating your song
- Playing musical instruments (any instrument will do, even if the original song did not use the particular instrument, be creative).
- Singing (a group singing is preferable)
- Recording and editing video
- Recording and editing audio
**Teacher involvement:**

The teacher asks the students if they have created their groups for the project (this will be in the student guide as well). Only if they cannot reach a conclusion does the teacher help.

**Additional information**

We have included a number of optional 'warm-up' games that the students can play before the project to prepare them, see Five Warm-up Activities below.
1.2 PHASE 1 – CREATING AND RECORDING A SONG

STEP 1 – SELECT A SONG

The group of students should select a song. This can be anything they like (pop, metal, dance, folk etc.) The song must include the lyrics. It is not important if the original song contains non-appropriate lyrics, as these can be removed in the project process.

If there is not immediate agreement, then students should write their suggestions down on paper, and then put them to a vote, maybe with more than one round of voting (only the top 2 songs go through to the final round). Agreement must be reached.

There are several ways students can find their song. They can:

- Write a complete song themselves (music and the lyrics).
- Find songs on YouTube http://www.youtube.com or sites were copyright free music can be found like Soundcloud http://soundcloud.com/ or The Free Music Archive http://freemusicarchive.org/.
- Use one of the pieces of music supplied with the project.

Teacher involvement:

In this selection process teachers should do their best NOT to interfere as the students need to have the maximum freedom to select their song. Only if an impasse is met and the students ask for help can the teacher step in to help the decision process and this should be only about helping them reach a decision, not which song to choose.
STEP 2 – REWRITE THE LYRICS (NATIVE LANGUAGE)

This is the creative stage of the project and should be undertaken in steps.

1. It is suggested that the students try to find a karaoke version of the song they have chosen (on YouTube) so that they focus on the music only. If they cannot find a karaoke version then they could record their own, simple music either by playing the song or humming the music (see Audio recording).¹

2. The music is played (without written of sung lyrics) and the students write down what the music makes them feel, happy, sad, excited, on a journey, anything they feel. They can share their impressions with their teams.

3. The students use the words they have written down to write the subject or theme of their song. This can be an individual activity or done as pairs or a group. Again the ideas are presented to the group and they agree the subject or theme.

4. Finally they start to write their song. It may be an idea to start with a single line that sets the theme and then build on the first line. The words should be constantly matched to the music to see if they fit, in a trial and error system.

The students do not have to write the whole song if they do not wish but just some sections. They can repeat sections as well, just like in real songs. Again this is their decision.

Teacher involvement:

We have included some ‘Warm up games’ in the Additional Materials document that can be completed before this stage to open the mind and create a more receptive attitude. The decision to use the games should be the students’.

The students will be made aware in the ‘Student guide’ of what constitutes inappropriate lyrics. Tests have shown they generally understand this from the start, but swearing, sex, drugs, drinking, racist, sexist, violence or non-tolerant lyrics etc cannot be used. Street slang CAN be used as this constitutes authentic language use. The students may find that when they reach Step 3.

Translate their lyrics (target language), slang will be difficult to translate. It is best if they reach this conclusion alone, and then adapt the native language version, so the translation does work. In every case the final song must be shown to the teacher before Step 3 of the project for

¹ The project has heard of instances were schools have written to the group/singer of famous songs and requested help with their education project. The group/singer has been very willing to help the students. But this route is not certain and also may take too long.
verification and suitability. This should be a light-handed as possible with minimal, if any interference. The maxim should be, when in doubt, leave it alone. If the students get stuck and cannot manage the writing alone, the teacher can suggest ideas to help them, a minimal interference is best.

Additional information

Additional ideas and techniques can be found in ‘Steps to Help Students Succeed in Writing Lyrics’ on page 23.
STEP 3 – TRANSLATE THE LYRICS (TARGET LANGUAGE)

Translating the lyrics can be a difficult part but students can revise their initial lyrics, if they wish, to make it easier.

The students will be told in their guide, that a literal translation is not required, but they should adapt their song in the new language to the framework of the song. Accuracy is not necessary; success is in making a song, in their target language that works.

Also, just like in real songs, perfect grammar is not critical but they should try their best so that they can be proud of their song.

Teacher involvement:

In every case the final translation must be shown to the teacher before Step 4 of the project for verification and suitability. This should be a light-handed as possible with minimal, if any interference.

There is a good possibility that your help will be required and this should take 2 forms:

1. **Initial stage** – refer the students to the guides and reference material and advise that a literal translation is not required but a poetic translation that makes the song fit the music.
2. **Intervention stage** – the teacher treats the translation as a class exercise in translating a text. This should be as a last resort.

Additional information

In depth guides and resources to help the translation process.

- “Lost in Translation: Tricks and Suggestions”
- “Useful Translation Tools to Help Students in the Process”
STEP 4 – RECORD SINGING (BOTH) AUDIO & VIDEO

We have included a number of guides to recording audio and video, these include:

- Recording and Editing Audio
- Recording and Editing Video
- Sharing your Recordings

Students also have the option to sing as a choir and a guide is included that details building a choir. The recording and upload of the student’s songs and lyrics is a critical part of the project where students can show the PopuLLar community their creative talents and start collaborating across Europe. This part cannot be skipped.

The students should work through a process:

1. Rehearsals of the music and lyrics – they will need to decide who sings, who plays and build an arrangement
2. Rehearsing the audio and/or video recording – this will need to be done during the song rehearsals so that camera angles and timings can be decided on. The audio could be recorded at the same time as the video or completed separately and the audio track added later. In the guides all these aspects are examined.
3. Final recordings
4. Editing and finalization (students can add captions etc.)

Teacher involvement:

In this step teachers can be asked by students to provide rehearsal space, recording equipment, musical instruments. You should be aware and be prepared to help. Alternatively the students may want to do this autonomously, as well. Students should also be helped to record wherever they wish (subject to the normal restrictions on health and safety) outside of the school. If it is necessary for any rules about student privacy to be respected in your country, permissions should be obtained.

You should view the student video before final editing, and after final editing, before uploading, to ensure appropriateness.
Additional information

Step by step guides how to record audio, and how to record video and use digital cameras to record great videos of the singing.

- “How to Make an Audio Recording”
- “How to Make your own Class Video”

STEP 5 – UPLOAD AND SHARE

1. Uploading to YouTube
2. Embedding a video or audio on the PopuLLar wiki

Teacher involvement:

Teachers will need to login to the PopuLLar YouTube channel and Wiki, for the students, so that the videos can be uploaded and embedded. You will need to ask the project team to open a page for their schools on the Wiki.

The project team will supply the passwords for the PopuLLar YouTube channel and Wiki. Please ensure these are protected and restricted to teachers only.

The following how to videos have been prepared to show you the process of:

- Uploading on YouTube [http://www.youtube.com/watch?v=Jwv6j0v6iQ8](http://www.youtube.com/watch?v=Jwv6j0v6iQ8)
- Embedding a video [http://www.youtube.com/watch?v=AgeE65X22ww](http://www.youtube.com/watch?v=AgeE65X22ww)
- Embedding an audio in the Wiki [http://www.youtube.com/watch?v=C7oU2ZdOtZ0](http://www.youtube.com/watch?v=C7oU2ZdOtZ0)

(students can complete this process, except for the login)

Additional information

Apart from the screen capture videos, listed in the Teacher Involvement section above we also have lots of information that describes the process and why, see the section, ‘Sharing what You’ve Done’.
1.3 PHASE 2 – SHARING ACROSS EUROPE

This phase of the project is just as important as Phase 1, as it provides a major motivation for students and also adds the fundamental aspect of sharing and collaboration across Europe. Students should be encouraged to write comments on other schools videos, there will be a space on each schools page on the Wiki. Students should be reminded to restrict themselves to appropriate comments.

STEP 1 – SELECT A SONG MADE BY OTHER STUDENTS

Students should go to the project wiki and view other schools videos. They can comment and also individually write down which song they would like to use themselves. The students should then bring their choices to the whole team were they should decide which song they want to use.

The decision should be made according to their personal choice. They cannot choose a song from a school in their own country or a school that uses the same language as they do. For example, German and Austrian schools. They can choose a song that shares their target language.

Teacher involvement:

Teachers may need to help arbitrate the final choice if there is deadlock. There is a small possibility that teachers may also need to help copy the lyrics from the Wiki.

STEP 2 – TRANSLATE THE LYRICS (into the NATIVE LANGUAGE)

This is a very similar process to Step 3 in Phase 1 of the project. The students will need to translate from the 2 supplied language transcripts in to their native language. Direct translation is always easier as the level of native language proficiency is higher. For this reason, the students should try to adhere as closely as possible to the original text.

Check the translation guides and resources available

Teacher involvement:

In a similar way to Step 3 in Phase 1 of the project.
STEP 3 – RECORD SINGING AUDIO & VIDEO

Same steps as in Step 4 in Phase 1 and same teacher involvement.

STEP 4 – UPLOAD AND SHARE

Same steps as in Step 4 in Phase 1 and same teacher involvement. An additional, important step will be informing the originating school (from which the song was used), that your school has made a version of their song and ask them to view and comment.

There is a chance that the 2 schools may want to take their cooperation further and extend their communications. This could be arranged by the teachers in both schools to set up a joint Wiki were both schools can write and comment.
PART II.

SUPPORTING MATERIALS, RESOURCES AND ADDITIONAL ACTIVITIES
1 BEFORE STARTING

By this point students and teachers should know why and how to participate in the project. The steps to make their entry on the PopuLLar webspaces have been explained. It is now only a matter of warming up and starting the PopuLLar adventure of creativity, languages and music performances.

It is now up to the students to decide if they already have some songs in mind that they want to share with their classmates. Then they can start preparing their own 'action plan' following the steps in the guide above. Their teachers will be ready to help with timing, logistics, required equipment etc.

However, the students may decide that their 'action plan' starts with some warm up games that are listed below. These will help the students to:

- Interact with their classmates in way that is different from how they relate to each other on ordinary school days;
- Listen to each other attentively, so they can understand each other better;
- Experience listening to music together in the classroom;
- Enjoy musical communication;
- Naturally enter a 'collaborative mood'.

The activities are described in detail and a suggested duration to perform each of them is also included.

If the students decide to participate in the project by starting a choir, they have detailed and comprehensive suggestions in chapter 6, Starting a Class Choir.
1.1 FIVE POPULAR WARM UP ACTIVITIES

Activity 1: Listening
Duration: 20 - 30 minutes, depending on the number of the students

To do this activity you will need a CD player or a computer with loudspeakers. A CD or an audio file with the music you want to hear. We suggest that this time the teacher will play the music as a surprise for the students, since it would be perfect if the students will listen to something that they may not know already. Suggestion: Clair de Lune by Claude Debussy

Step 1
move the desks to one wall of the classroom, put the chairs in to a circle and sit down. They know that they are going to listen to a piece of music and each of them has a pen and a notebook. They follow two simple steps: a) sit comfortably with their back straight, in a relaxed position, the head slightly bent forward; b) close their eyes.

Step 2
Experience the silence for 50/60 seconds and then play the music. The students listen to it and record in their mind any word or image, feeling and/or thought that the music may inspire in them.

Step 3
After the music, the students, silently, write down what the music inspired.

Step 4
Each student reads in a loud voice what he/she wrote on his/her notebook to the others and possibly they will see if they can make a story by linking all the words.
Activity 2: The listener and the speaker
Duration: 25 -30 minutes

Step 1
The teacher suggests a reflection and asks the students to think of someone that they think very highly of. They decide if they were better listeners or better speakers. You do not have to share their thinking; you will keep the reflection to yourself. Then, the group splits into pairs. Each pair sits together.

Step 2
In each pair, one student will speak about an experience or a theme of interest to him/her, while the other listens. The listener must only express his/her attentiveness with eye contact or gestures, body language. The pairs will take turns to be the listener and the speaker. Each turn lasts five minutes and is started and ended by the teacher.

Step 3
The whole class gathers together and a discussion/sharing of the experiences follow.
Activity 3: Imagination, rhythms and sound
Duration – depends on how many steps are undertaken. Overall, it may last 15 minutes

Step 1
The students stand in a circle. One student creates an imaginary object by moulding it in the air. Then, throws it to a classmate who takes it, re-moulds into a different shape. S/he then throws it to another student who repeats the steps again and throws to another classmate, and so on. When throwing the ‘objects’, students will have to communicate only through eye contact.

Step 2
A student claps his hands and produces a rhythm. S/he ‘throws’ the rhythm to a classmate who repeats it and then creates her/his own rhythm and ‘throws’ it to another classmate who repeats it and creates her/his own and so on. Rhythms can be created by clapping hands, snapping fingers or drumming on body parts. The students should feel free to be creative.

Step 3
A student produces a sound with his/her voice. This can be any kind of sound including singing a little melody using a vowel or phoneme, softly or loudly, slowly or swiftly. Then the steps are the same as in step 1 and 2.
Activity 4: Count to 10!
Duration depends on how long till the goal of the game, is reached.

Step 1
The students stand in a circle. The goal is that the group will count from 1 to 10, not all together, but randomly around the circle. One student will say 'one', then another student at random, will say 'two', a third will say 'three', until 'ten' is reached.

Step 2
The game starts and the players have to look at each other, trying to guess who is about to say 'one'. Anyone can say, any number, but it must be in numerical order.

If two or more students say any one of the numbers simultaneously, the game has to start again, even if 10 has been reached.

Note: the students need to look at each other, but are not allowed to make gestures to show their classmates that they are going to say the next number.
Activity 5: The Improvising Circle  
Duration: 20-25 minutes

Step 1
The students sing *Frères Jacques* or any other simple song that everybody knows. They sing it gently three four times until they feel confident with it, by adjusting their voices.

Step 2
Then, the class will be split into two groups, a smaller and a bigger one. The smaller group will be in the centre and the bigger one will form a circle around it.

Step 3
The students in the centre will sing *Frères Jacques* and those around will improvise by making any kind of sound they like (*sh...sh...* tra tra... bum bum..., drumming on the body...) to form an accompaniment to the song. This can be repeated several times until all students in turn will have been in centre and outer circle. For a nice outcome it is very important to listen carefully to each other and try different dynamics (softer, louder...).
2 STEPS TO HELP STUDENTS SUCCEED IN WRITING LYRICS

Although writing lyrics is a complex task, here is a simplified, brief outline of the typical song writing process. Students do not have to follow it strictly. This is a procedure the Teacher can explain to the students if they require advice. It’s important to remind students that the choices they make during the writing process will determine the results.

- Select a distinctive melody which evokes some ideas and feelings.
- Select the topic of the song (the choice is the students’; it can be anything from pains of a broken heart, friendship, betrayal, to the last holidays.)
- Everyone can offer a thought flowing from the initial idea, brainstorming.
- Take note of ideas by writing them down.
- Learn to sing the chosen melody on neutral sounds, decipher the melody, see how it is formed, analyse the sections, see where repeats are, where verses appear, where a refrain appears, where there are variations on the theme.
- Develop lyrics gradually moving from phrase to phrase in the melody, keeping in mind the entire scheme, the rhythms and accentuations. Choose carefully and meaningfully each word. It could be useful just to speak the words in rhythm to make sure all syllables fit the music. Many times starting from the final word, the word that rhymes, and working backwards towards the construction of the phrase, could be a useful process.
- Consider Verses and refrains where the music repeats.
- Revise the poetry as the work proceeds, rewriting necessary parts.
- Try singing each phrase as the writing proceeds with new words to judge the results.
- Proofread the language of the lyrics. Keep in mind a good song comes from good lyrics.
- Sing through larger sections as the phrases are completed. (Final accommodation of the lyrics within the musical frame.)
- Give the song a catchy title.
2.1 LOST IN TRANSLATION: TIPS AND SUGGESTIONS

Although students are encouraged to work autonomously and will be provided with the steps above, it will still be a challenge for them to accommodate their ideas to the rhythm and rhyme, while aiming for language accuracy at the same time. The Teacher might feel it necessary to give them a hand at a certain stage of the process, but please wait till they ask for help, just make sure you are there for them if they need.

Probably the two most demanding stages will be the following:

A. Getting ready for the translation
B. Translation stage

A. GETTING THE GROUP READY FOR TRANSLATION

The Teacher might need to emphasize that it is essential to perceive the meaning of the song as an entity. Students may need help from the Teacher to find the right point of view. However, there are tips which can help students understand a song well without the teacher’s presence. Here are some tips a Teacher may suggest to the class:

- Listen to the song carefully, be immersed in the song, imagine the scene, the background, place, characters, situations, actions, etc. and try to create a picture in your mind.
- Feel the whole scene within you. What kind of feelings does this “picture” arouse?
- Now, feel the rhythm, the song and the emotions and set your imagination free.

As soon as the group understands the song, it is time to let the students interpret it as a group work. They need ample space to gather together with their classmates, to create a comfortable atmosphere to discuss the song and share their feelings from the previous stage with the rest of the class. There will probably be several perspectives about the song from the students, but they need to agree on one for the whole group. A list of collective statements will be the outcome of this brainstorming.
B. TRANSLATION STAGE

Students should bear in mind that perfect or literal translation is not the important issue, quite the opposite; the important idea at this point is to concentrate on how new words and sentences fit the melody and the rhythm.

This stage requires the students to use their musical ear and sense of language. Students must decide whether or not to use rhyme in the new lyrics and only then will it be possible to start working sentence by sentence to fit words to each musical phrase, keeping the rhythm in mind if possible. Many times notes that originally carry one syllable can be subdivided to carry two or more syllables in a faster rhythm. Sometimes the opposite can be true: notes on separate syllables can be tied together on one syllable. The whole group has to think about the key word for each of the sentences and make a brainstorm on words which are associated to those key words. For example, given “rain” as a key word, you can think of “grey clouds, raindrops, cold, storm, blues”, etc. Although it can be a complicated activity, it is proper to let students work on it themselves. Once they have the key words, they can start writing the song in the target language.
2.1.1 USEFUL TRANSLATION TOOLS TO HELP STUDENTS IN THE PROCESS

Creating lyrics that rhyme in a foreign language is certainly a linguistic challenge for students. Here are some useful resources that you might like to recommend for the process.

RHYMING DICTIONARIES

Students can consult the Rhyming Dictionaries in many languages that are online and free to use, online. The link below lists dictionaries according to language, each has hundreds of words that rhyme. There are dictionaries in Italian, German, Turkish, English, Spanish and other languages. You only need to enter the number of letters to search for words that rhyme.


THESAURUS

A thesaurus is a reference work that lists words grouped together according to similarity of meaning (containing synonyms and sometimes antonyms), in contrast to a Dictionary, which contains definitions and pronunciations.

www.wordreference.com (several languages)
http://thesaurus.com/ (English)
www.openthesaurus.de (German)
www.sinonimos.org (Spanish)
ACTIVATORS

A language activator is a new concept in vocabulary reference books. It can help the correct use of words (a correct situation and correct grammar) and to find exactly the word needed for a certain situation. It also has conceptual maps of a language.

http://de.vionto.com/show/me/Regen (German)
http://de.vionto.com/show/ (Spanish)

MONOLINGUAL DICTIONARIES

A Monolingual Learner's Dictionary (or MLD) is a type of dictionary designed to meet the reference needs of people learning a foreign language.

www.dictionary.com (English)
http://www.websters-online-dictionary.org (English)
http://www.rae.es/rae.html (Spanish)
www.dwds.de (German)

BILINGUAL DICTIONARIES

A Bilingual dictionary or Translation dictionary is a specialized dictionary used to translate words or phrases from one language to another.

www.wordreference.com
www.pons.eu
MULTILINGUAL DICTIONARIES

www.wordreference.com
http://diccionario.reverso.net/ (English, Spanish, French, Italian, Russian, German, Chinese)
http://www.sozluk.net/ceviri (Turkish, English, German, French, Italian, Spanish, etc.)
http://translation.babylon.com (Turkish, English, German, French, Italian, Spanish, etc.)

ONLINE TRANSLATORS (GENERAL)

Online language translation service instantly translates text and web pages.
http://translate.google.com/
http://www.etranslator.ro/tr/turkce-almanca-online-ceviri.php
http://tr.bab.la/sozluk/turkce-almanca/
http://www.reverso.net/text_translation.aspx?lang=ES (with voice)

DICTIONARIES OF IDIOMS AND FIXED EXPRESSIONS

http://www.redensarten-index.de/suche.php (German)
http://www.dean-dictionaries.com/index_de.php

SPELL CHECKERS

A spell checker (or spell check) is an application program that flags words in a document that may not be spelled correctly. Spell checkers are capable of operating independently on a block of text or as part of a larger application, such as a word processor, an email message, an Electronic Dictionary, or a Search Engine.
www.correctorortografico.com
3 HOW TO MAKE AN AUDIO RECORDING

The guide has already given you a clear rationale on why the use of music is a very helpful support for the language classroom. The use of multimedia can take this even further. Multimedia in this application means the use of audio and video to record your song. Thanks to them, you will be able to keep a record of what you have produced and share the results of your work.

3.1 AUDIO RECORDING TECHNOLOGY

Audio recording technology has become very accessible and easy to use. Most modern phones have already the option to record sound. Notebooks with built-in microphones, and purpose-built sound recorders can be used to record the music of the students. The recordings can be easily uploaded and shared.

Audio recordings are a good option if privacy is an issue and you don’t want to show the students. You can use a freeware application called Audacity, http://audacity.sourceforge.net, which is introduced in these four links. The videos will guide you through the whole process of recording.

http://www.youtube.com/watch?v=defh45J7Z8o
http://www.youtube.com/watch?v=gMiatvoQ_o
http://www.youtube.com/watch?v=uKd44whzavM
http://www.youtube.com/watch?v=YrUPH7UoIFw
3.2 FOUR STEPS FOR YOUR AUDIO RECORDING

1. **Prepare your sound equipment:** It is advisable to do a test recording before you record your song. Make sure that you are close enough to the microphone so that the sound quality is clear. Charge the battery before you start so that you are not restricted by the power supply.

2. **Record your song:** Practise your song and then record it. Make sure you are not touching the microphone during the recording, this might create unwanted noises. Press the recording button early enough to start the recording and late enough to stop it, making sure that neither the beginning nor the end are missing.

3. **Check your recording:** Once you are done you can check the recording quality. Play it back and make sure that the full song is included. If you are not happy with the results, just go back to step 2 and record it again.

4. **Share your recording:** Now you can upload your recording on SoundCloud, http://soundcloud.com/, or a similar free service. Make sure that you also share your recording with us on our project wiki (see chapter 5 for more information.)
4 HOW TO MAKE YOUR OWN CLASS VIDEO

Recording your music is relatively straightforward and it needs very little preparation. The biggest one concerns the technology you want to use. Explore what technology is available within the school or what the students can bring. Check out which of the devices have the best sound quality. Purpose-built sound recorders are normally best in terms of quality but an adequate smartphone or a computer with a built-in microphone can also do the job. You can also try external microphones which you can plug into a computer. They will normally produce better sound quality.

4.1 CLASS RECORDING EQUIPMENT

As with the audio recordings – use the technology you already have. The first step of a video production is not to go to the next electronics shop and buy a modern video camera! For sure you already have a device which is capable of recording video. This could be a still camera with a video function, a smartphone with a video camera or a purpose-built video camera. All of these technologies are suitable. Having the best quality video is not too important because this is not the goal of the project. But do make sure that the sound quality is good enough, so that your lyrics can be understood.

If you have more video recording technology at hand, you can employ different teams to record the songs. This way the tasks of the class will be divided among more people.
4.2 GET ORGANIZED! SETTING TASKS

If you want to include video production in your project then it is advisable to consider your project pedagogy. It is a good idea that the students work in small teams, this will force them to discuss what they want to do and help them learn more about the production process.

It is preferable to use a planned approach rather than letting students just run off with cameras and come back with lots of material which are often not easy to use. You should discuss beforehand how and what you wish to record. Creating A rough plan or, even better, a storyboard can help to have a better idea of the upcoming production.

4.3 CAMERA! PRODUCTION TIME!

The video recording can be a wonderful creative process. Make sure that you motivate the students to be creative – to use the camera in all sorts of ways, to experiment with the picture framing, how the camera is moved and to explore different camera positions and heights. Check out this video if you want more ideas about this: http://youtu.be/qVEnqoRURLU.

These are the steps for making a video recording:

- **Preparations for shooting:** Make sure that your camera/video recording device is charged and that you have enough memory storage at hand.

- **Record the video:** Record your music clip in one go. As with the audio, make sure that you press the record button early enough to start the recording and late enough to stop the recording to avoid cutting the song. If necessary, you can record your clip in more than one take and put it together later on in the editing phase. You should not stop the recorder and do retakes, again during the editing process you can cut out the unwanted or redundant sections.

- **Check your video:** Check your music clip/s straight away. If you are not happy, repeat your recording again.

- **Share / edit your video:** Either upload your video clip straight away or transfer it to your computer if you want to do some video editing.

4.4 EDITING YOUR CLASSROOM VIDEO
Editing can take the message and quality of your music video further. Titles and credits can add useful information and subtitles can strengthen the idea of language learning. There is no need to get expensive editing software. Moviemaker and iMovie are enough to get started (a useful link to a Moviemaker tutorial: [http://youtu.be/Y9uVx2t8ihI](http://youtu.be/Y9uVx2t8ihI)).

How do you go about editing? Once all the video recordings are finished they need to be transferred to the computer. This can either be done with a card transfer or a USB lead. Then you are ready to import all clips and start editing. Select the video clips you want to use, change the order, work on the length of each clip and add titles. Once you are happy you can export the video again and share it online.

If you want to work on more sophisticated video productions with at least two video channels, where you overlay different video clips and/or still images you will need to upgrade your software to packages like Premiere Elements, Magix Video or Pinnacle Studio. The production of a lip-sync video with many different video clips is very time consuming and quite complicated and is best avoided.
4.5 THREE DIFFERENT POSSIBLE APPROACHES

<table>
<thead>
<tr>
<th>Approach 1</th>
<th>RECORDING IN ONE SHOT (NO EDITING)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Record your music piece with one camera shot.</td>
</tr>
<tr>
<td><strong>Requirements</strong></td>
<td>Video camera / recording device, connection to computer, internet for uploading (through computer or directly from smartphone).</td>
</tr>
<tr>
<td><strong>Important</strong></td>
<td>Concentrate on the creative use of camera – don’t just keep the camera on the tripod without an operator. Change camera framing, also experiment with camera height.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td><img src="http://www.youtube.com/watch?v=3mZ1zV1l2KQ" alt="Example Image" /></td>
</tr>
</tbody>
</table>

http://www.youtube.com/watch?v=3mZ1zV1l2KQ
## Approach 2
### RECORDING IN ONE SHOT AND ADD TITLES

<table>
<thead>
<tr>
<th>Summary</th>
<th>Record your music piece with one camera shot and add titles and subtitles afterwards with a basic editing programme (still not too much effort).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>Video camera / video recording device; connection to computer, video editing software (such as Moviemaker or iMovie), internet for uploading.</td>
</tr>
<tr>
<td>Important</td>
<td>Check beforehand your editing equipment and make sure that you can import your camera footage.</td>
</tr>
<tr>
<td>Example</td>
<td><img src="http://youtu.be/NKTn9db93ao" alt="Example Video" /></td>
</tr>
</tbody>
</table>
## Approach 3  
**RECORD MORE SHOTS AND EDIT IT ALL TOGETHER**

<table>
<thead>
<tr>
<th>Summary</th>
<th>Record your music piece a few times with a range of different shots and edit them together afterwards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>Video camera / recording device, connection to computer, video editing software (such as Moviemaker or iMovie for very easy productions or Premiere Elements, Magix Video or Pinnacle Studio for more advanced productions), internet for uploading.</td>
</tr>
<tr>
<td>Important</td>
<td>Think of “cut-aways” - shots which don’t rely on lip-sync to keep editing easier; this could also be a range of still images.</td>
</tr>
<tr>
<td>Example</td>
<td><img src="http://youtu.be/kz5dfzqC3j4" alt="Example Video" /></td>
</tr>
</tbody>
</table>
4.6 DON´T FORGET!

There are a few points you should take into account.

- **Keep it simple!** Don’t start a big production which will take too much time and which you will not be able to finish. It should be a rewarding exercise, not a frustrating one. If you are not happy with your result, you can always repeat your recording again. Once you are happy, upload your video.

- **Ask parents!** You will also need the parent’s signatures to make sure that you can publish your result. It is very easy to copy the videos on to a USB stick and upload it at home, so don’t even think that you might be able to stop the spread of material and keep it under control.

- **Mind the copyright issues!** Also make sure that the copyright issue is cleared with the use of commercial music but also the potential use of commercial video material or still images.

- **Share what you’ve done!** Put your video on your social webs, share it with your friends, family - get an audience for your work.
5 SHARING WHAT YOU´VE DONE

This part of the Guide explains the benefits of sharing the results of your work on PopuLLar with other schools around the world and suggests you ways to do it.

5.1 BENEFITS OF SHARING WORK

A concept of the project is that the students can share their own songs with other schools across Europe. The idea of sharing raises the international European aspect of the project, allows students to interact in a fundamental interest area (music in this case) and, most importantly, builds the use of European languages in an authentic context that is challenging and fun and finally is a great motivation to create quality work that students can be proud of.

An additional benefit is that the students will improve and stretch their ICT skills by using internet sharing methodologies that they may not already be aware of.

5.2 PROJECT LEVEL SHARING

In PopuLLar, students can share in 2 directions:

1. A school can create its own song, digitally record it and then upload the resulting productions (lyrics, audio and videos) on to the Wiki website provided by the project.

2. Schools can select other Schools’ productions, listen to them, discuss them, translate them into their native language, sing, play and record them, then share their versions. This is an important part of the project as it raises the level of students collaborating across Europe and breaks down cultural and language barriers. It also raises the value of the students’ achievements by having other students share their work.
5.3 ENCOURAGING STUDENTS TO SHARE THEIR VIDEOS AND PRESENT THEM

It is important for teachers to understand that the project is designed to be completed autonomously by the students, but there are activities where teachers will need to provide some oversight, to ensure that appropriate content is created and the projects internet channels are used correctly.

One of these areas is the uploading of student productions for sharing. Only the teacher will have the login codes for the PopuLLar YouTube channel and the PopuLLar Wiki. If the students have made a video, the students can upload it themselves to the project YouTube channel but the teacher will have to logon first. Once uploaded, they can embed the videos or audio in to the project Wiki.

The video and audio files will have to be accompanied by the lyrics (transcripts) written by the students in each of the languages they have used.

5.4 WHY YOUTUBE AND A WIKI?

Today it is very important for educators and students to understand and use the freely Web2.0 resources available. Often a single tool does not completely fulfil all the needs of a particular educational project, as in PopuLLar, so we use multiple tools to gain the best value and results. In fact, this is great practice for utilizing Web2.0 tools in every aspect of life, education and career, as by combining tools we build increasingly powerful ways to utilize the Internet.

Videos are generally quite large files and free resources for educators generally do not allow videos to be directly uploaded on to their sites, as this soon becomes expensive in terms of storage space, and uploading and downloading bandwidth. To get around this problem we will upload videos on to a prepared channel on YouTube (that has no restrictions) and then embed them on to the wiki were we can share and discuss each schools production.
PopuLLar YouTube Channel

http://www.youtube.com/user/PopuLLarEU?feature=mhee

For the PopuLLar YouTube channel the passwords will be available to the participating teachers only. The Teacher will need to login for the students, then they can upload their own videos and add descriptions by themselves. The teacher should have viewed the videos before the students upload them to ensure that the videos and descriptions are appropriate. The passwords should be protected from use by the students.

Video manual of ‘How to upload on YouTube’ can be found here:

http://www.youtube.com/watch?v=Jwv6j0v6iQ8

The official YouTube version is here:

http://support.google.com/youtube/bin/answer.py?hl=en&answer=57924.

PopuLLar Wiki

http://popullar.wikispaces.com

The PopuLLar wiki is the space were teachers and students join and share their productions. This will be the actual sharing space for the project. You can request membership by registering on the wiki. This will be approved by the managing members.

Members will be able to edit pages of the wiki and add the productions of their own Institution. A new wiki page will be made for each school that wishes to join the Project. A teacher will need to request a new page to be opened for their school. Teachers and students can also add a short description of their school as well. Every profile page will also include some contact details for the school as well as a discussion forum so other students and teachers can comment.
After the students’ productions have been added to the wiki other schools will be able to listen, translate, play, record and upload the song. They will need to write down the new translated text and post it with their video/audio on the school’s page.

A school can not only use an existing song produced by another school, but can also start from scratch and create their own song, record play and share. Then other students can choose their song. They will then see their own work performed in other languages, by their European peers. The culture and language exchange will then be maximized.

There are three short screen capture videos which show you how to use this tool, how to add an audio and how to use the discussion forum:

http://www.youtube.com/watch?v=AgeE65X22ww
http://www.youtube.com/watch?v=C7oU2ZdOtZ0
http://youtu.be/GsNplMV6lo0
6 STARTING A CLASS CHOIR

The PopuLLar Project will mainly involve secondary schools and students that are learning a second language. Why not participate in the project by singing in their native and target language by forming a choir? The Project requires making a recording/s as a video clip and/or as an audio file to be uploaded for others to observe and listen to, and to comment on.

They will also be evaluating the work of other schools. Therefore it will be important for all involved to be able to present a worthy performance that they will be proud of as their final product. Certainly there will be some music students participating within the group, singers or instrumentalists, and they will be a great asset, but it will be a new experience for everyone involved to actually perform a song together as a new group, to start a class choir for this purpose. And who knows, they could be so successful and enjoy the activity to the point that they might continue some ensemble singing on other occasions. Ideally the entire class becomes a choir, but they can also choose to perform in groups or as a soloist. They can also choose to mix formations and alternate phrases or verses between groups and soloists for example.

Generally speaking it will be difficult to obtain refined choral results as is usually heard in those choirs that rehearse regularly and audition singers; the most important factor in the class choir for this project we feel is to obtain a correct rhythmical and interpretative performance, this will permit the comprehension of the sung text, the centre point of our studies.
6.1 WHERE TO BEGIN

Having consulted with the professional musicians among our project participants, we are providing some practical suggestions to initiate a choral activity within a typical language class of youngsters with mixed musical experiences. First of all, everyone in the class needs to participate in the project in some fashion, if someone is not singing; he can accompany the choir with simple percussion instruments or dedicate his time towards the other aspects of the project (recording, editing, uploading etc.). Adolescents who have never sung in a choir will feel embarrassed and silly the first time they try, they probably will not feel comfortable singing in front of their companions, therefore we are providing a step-by-step approach to tranquilly overcome this foreseeable situation in order to encourage everyone to experiment as a choir member.

First of all, a choral director, a singer or another musician who can hold a tune should be called in as a specialist to guide the student group and the Teacher in its initial stages of developing a class choir; the purpose is to achieve the basic capacity to sing a song in unison, each person in his own range, in correct rhythm and comprehensible pronunciation. If the language Teacher has experience in the music field, he can introduce the activity himself. Here is a panorama of some quick and easy starting steps to warm-up the atmosphere from the very first session:

Step 1 - Vocal Experimentation

Choose together a simple traditional song that everyone knows in their native tongue (Frère Jacques – Happy Birthday – Three Blind Mice – Jingle Bells – a pop tune – a film melody etc.) and sing it together picking a tonality that doesn’t go too high nor too low. This will depend on the range of notes of the song. Happy Birthday for example works well in G major (Sol) that is, starting on the note “D” (Re). Try singing the song a little lower and a little higher in order to discover the choir’s potential range of notes. As a parenthesis: one could begin using non-verbal sounds to experiment an initial choral activity but this is asking the students to do two new actions contemporaneously (new sounds and working together). Perhaps singing a common simple song together asks one to begin from a known point; those singers totally new to the experience will definitely feel more comfortable in this fashion.
Step 2 - Deciphering a Melody

Using the same tune then, one can break down the elements inherent in a song. This is important because if the students need to change some of the elements (rhythm, text, note length etc.) they need to understand what these elements are:

a) Sing the melody again without text, on a vowel/s or a syllable (“lo” – “la”). This isolates the melodic content of the music.

b) Recite the text together in the same rhythm of the song while clapping hands, this demonstrates the rhythm.

c) Sing one phrase at a time, repeating it, these breaks down the musical structure of the whole melody.

d) Sing one word repeating it, this demonstrates a melodic interval and the direction and length of the notes.

e) Sing a phrase of the song slower, then faster. This illustrates the Tempo.

f) Sing a phrase softer and then louder. This shows some of the varieties possible in choosing a specific interpretation.

g) Sing a phrase interpreting it in different sentiments (happiness, sadness, anger, pride etc)

h) Combine a few elements: sing a phrase loud and slow, then loud and fast, then soft and slow, then soft and fast etc.
Step 3 - Basic Physical Movements

Singing uses the human body as a musical instrument; therefore it is necessary to make students aware of the basic physical necessities that create proper sound production. The following steps would take only 5 minutes to explain and exemplify, but these are important pointers that can help anyone sing or speak clearly in any situation:

a) Do some deep breathing exercises slowly inhaling air towards the middle of the body through the nose, then breathe out slowly through the mouth. Arms can rise and fall as you do this exercise.

b) Keep a proper upright posture, sitting or standing while singing.

c) Make sure the body is relaxed (observe tension in the shoulders, neck and head areas. Easy arm – neck – shoulder exercises can be used to free tensions.)

d) Open the mouth naturally to sing, relaxing the tongue in a forward position in the mouth near the front bottom teeth. Try using different vowels without distorting the mouth, creating the vowels more with the tongue internally than with the lips; avoid opening the mouth in the direction of the ears.

e) Be aware of the physical coordination required to sing together (breathing through the nose is the preparatory phase, followed by the opening of the mouth while using the pressure of the diaphragm to emit sounds. The air exits through the throat and mouth by means of the diaphragm’s pressure and automatically activates the vocal chords to vibrate. Everyone needs to follow the directions of a conductor (who can be a student that gives the starts and stops to the singing.)

f) Do some simple vocal exercises on short motives of the chosen tune starting on different pitches, keeping in mind the best body positions for a productive physical coordination.

g) Video and audio recordings can be made of these preliminary exercises for the purpose of observation, discussion, evaluation and future choices. Some will be uploaded on the Project’s Wiki or Youtube page by OperaBazar as examples.
All singers use typical vocalises to warm up the muscles of the larynx and the body before singing songs, in the same manner that a soccer player would warm up his leg and body muscles by running and bending. Classical vocalises can be rather abstract and include exercises in the extreme low and high ranges of the voice; they have been created for a different purpose than ours.

The warm-ups for the class choir should basically consist in reminding everyone of the correct way to sing (described in point 6.1) and can be briefly practised by repeating the breathing and relaxation exercises on motives taken from simple tunes and phrases from their new song. The purpose is to make sure everyone involved is stimulated with very easy exercises and the end results do not have to be technically perfect, but rather comprehensible as far as text and rhythm are concerned and possibly reflect a minimum idea of artistic interpretation through the choice of dynamics, tone quality and speed. These factors can be learned easily in a short period and will contribute enormously towards making a good recording of a song that will be interesting and satisfying to a student public.

Here are examples of short warm-up activities which work well as an introduction to singing in an ensemble while also providing a basis for understanding how to adapt words to music. Let’s extract the first four sounds of the melody Frères Jacques (c-d-e-c /do-re-mi-do). On these four sounds, various exercises at different pitches can be practised using the following scheme:

a) Sing the phrase on a vowel or a combination of vowels such as “a-i-o-u” or “la-li-lo-lu”. Sing at various pitches, loud and soft, fast and slow.

b) Sing the phrase using text, this relates to the project’s linguistic goals. The students sing the first phrase on the original text (Are you sleeping – San Martino – Frères Jacques etc.) and then find or invent other words/phrases that fit the motive such as “I like ice cream” or “Tere-si-na” or “Je vous ai-me”. This is a stimulating and fun game that will initiate the thought process necessary in creating new lyrics. This can also be done in various languages. Again sing at various pitches and incorporate different interpretations (sadness, happiness, excitement etc.).

c) Once the melody has been chosen for the project, the same exercises can be repeated on small phrases (singing the phrase on vowels then substituting with any words that fit). This will aid all students to learn the melody’s rhythm and basic note structure and will help enormously in getting the feel for the accentuation of the melody when creating new lyrics. Their final effort to sing together will then produce the best possible results.
6.3 PRACTICE MAKES PERFECT

Repeating short breathing and vocal exercises at the start of each rehearsal will enable all singers to acquire familiarity with the mechanisms of producing good sound quality; utilizing melodic extracts from the project’s chosen melody, possibly with their new text, for vocal exercises and warm-ups, will secure the memory of the song and provide practice in reproducing it vocally.

Rehearsals can vary in shape, timing and interpretation but sticking to the one melody that will be used for creating new lyrics will offer more practice and assure excellent results for the final task. Rehearsals can be recorded and watched or listened to so the class choir can observe itself and make improvements where necessary.