PURPOSE OF THE MUSIC VIDEO – Used as an innovative educational tool to encourage first year students at Orientation to register for First Year Experience programs (learning communities and first year seminars); showcase collaboration among FYE administrators, faculty, staff, and students; create campus community and spirit.

VIEW THE VIDEO ON YOUTUBE: http://www.youtube.com/watch?v=EEUe4UfnyjE OR search for “FYGlee”

GENERAL GUIDELINES
A) Estimated production time: 4-5 months (We completed the project in less than 3 months, but worked around the clock!)
B) Recruit Peer Mentors and other students to coordinate different elements of the video; form sub-committees.
C) To save money, find talented campus volunteers (staff, faculty, students) who can loan their equipment and time.
D) For cost savings, utilize campus departments (Music, Film, etc.) and other resources.
E) Get the approval of your administrators as you move forward with the project.
F) Film as many shots/angles as you can - it’s better to have more footage than too little (for editing purposes!)

PRE-PRODUCTION
1) Music Selection
   a. Have students pick songs that are recognizable and popular. Try to pick songs NOT showcased in “Glee”!
   b. With respect to your intended audience and venue, choose a diversity of songs.
   c. Use one to two-minute snippets of each song; find instrumental versions (MP3).

2) Writing Lyrics/Screenplay & Storyboarding
   a. CELTX – popular and user-friendly software used for screenplay and storyboarding.
   b. Listen for the diction of the original song and write lyrics that mirror the rhythm and words.
   c. Ask students, staff, and faculty for song suggestions and lyrics. Parody/satire is okay!
   d. Develop a solid narrative or storyline – any good video has a good story! What is your goal of the video?

3) Choosing Locations To Tell Your Story
   a. Take photos of appealing locations, with respect to familiar campus landmarks.
   b. Use photos and embed pictures into your storyboard (if at all possible)

4) Recording Vocals
   a. Once lyrics are written, begin auditioning singers (students preferred; staff/faculty, if needed).
   b. Request the assistance of Music/ other arts majors to ensure vocal range is appropriate for the songs.
   c. Utilize lead vocalists and background vocalists; practice, practice, practice!
   d. Use high-quality microphones from your university’s Music department or a production studio.
   e. When recording the vocals, save as digital files and ensure compatibility with your sound editing software.

5) Sound Editing
   a. SOUND EDITING SOFTWARE USED: GarageBand for Mac (40-50 hours for sound editing)
      i. Layer instrumental tracks, backing vocals, and lead vocals.
      ii. If possible, use a MIDI lab!
      iii. If you have dialogue or sound effects (foley), add in post-production.
6) Video Equipment
   a. CAMERAS USED: Canon XL-H1, Canon 1D Mark IV, Ultra HD Flipcam, Steadicam (highly recommended – reduces the need to use a dolly during filming!)
   b. Find skilled camera operators/videographers & volunteers; make sure camera footage is compatible for editing!
   c. Use campus facilities including: digital media/film depts, public affairs/advancement, information technology.
   d. Extend invitation to local community (especially your local film commission) if you need assistance.
   e. Request funding from your administrators to rent filming equipment, if possible.
   f. OTHER EQUIPMENT USED: scaffolding for high angle shots; indoor lighting as needed; boom microphones (to capture any dialogue); flags/silks (to block out excess light for outdoor filming); tri-pods.
   g. WHEN TO FILM: Dusk and dawn are the best times to film outdoors.

7) Choreography & Cast Selection
   a. Find a skilled choreographer at your campus that is willing to volunteer time and able to work with different dance skill levels. Find students willing to dance! (Many dancers had never performed like this on camera!)
   b. Plan on at least six rehearsals at three to four hours each.
   c. Depending on length of audio track, repeat your choreography (so there is less to learn!)
   d. Depending on skill level of your dancers, audition more students than you need: some may drop out!
   e. Select your cast. Remember: since you have an audio track, live singing is not required: anyone can lip-synch!
   f. When selecting your cast, keep diversity (race, gender, body type, etc.) in mind!

8) Copyright
   a. Consult with university/campus counsel or legal services.
   b. On the video, include the following verbiage: “Used for educational purposes only.”
   c. You can also indicate the music video will NOT be used for profit or promotional use.
   d. If you want to use the video as a recruitment tool, check with university administrators. If money is available, purchase the rights to officially use the music/video for this purpose.
   e. When releasing the video, indicate the student organization/club as the producers NOT the university.

PRODUCTION
1) Filming (4-6 hours per day, depends on the number of scenes)
   a. Determine all possible angles that you want to shoot.
   b. Block out your shots: lay down colored tape or markers on the floor for cameras and your cast. Physical points of reference are necessary for your actors!
   c. Give clear direction and organize your shots before you film.
   d. Prepare your cast for costume/wardrobe changes!
   e. Recruit numerous extras and roadie crew to assist with behind-the-scenes logistics.
   f. Encourage faculty participation and involvement.
      i. For this video, we filmed the faculty individually and asked them to create their own dance moves!
   g. Record more footage than you need! This will make the editing process much easier!
   h. If possible, provide refreshments and light snacks for cast and crew. If filming outdoors, have lots of water and fruit available!

2) Waivers
   a. Have ALL cast, crew, extras complete a LIABILITY WAIVER. You can consult the department that handles “risk management” issues on your campus. Template waivers are usually available.
   b. All participants should also complete a PHOTO RELEASE FORM, to use their likeliness for public viewing.
3) Flash mob sequence
   a. If you intend to do a sequence with large numbers of people, organize your chaos: determine your location markers, give each participant a different permutation of these locations on small slips of paper.
   b. Provide clear direction including mood, improvisation (if possible); explain time commitment.

POST-PRODUCTION
1) Film editing (50-60 hours for 8 minute video)
   a. FILM EDITING SOFTWARE USED: Final Cut Pro
   b. COLOR CORRECTION – your film editor should correct for color (calibrate the color palate) between shots
   c. Use multiple angles and change shots with the rhythm of the audio track.

2) Captioning
   a. Work with your information technology and disability resource departments to obtain the correct software
   b. YouTube has software you can use to edit the captions.

3) Preview/Screening
   a. Provide a preview screening for all participants; acknowledge the cast and crew! This will develop hype.
   b. Provide DVD copies to main cast and crew! We also provided outtakes and rehearsal footage as a special gift!
   c. Post on YouTube once the video is complete.
   d. To screen the video: find a good venue with adequate projection and audio.

4) Wrap Party
   a. Congratulate your cast and crew for a job well done!