The Leader in e-Safety Education

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Letter of Permission

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Re: Gold Toe Middle School Performing Arts Club

Dear _____,

The Gold Toe Middle School Performing Arts Club is presenting a _____ play at our school. We want to use the _____ music from the song "The Fox" in our program. The students have written new _____ to the song. We understand that playing a _____ work is allowed in _____, but not in a _____ place. We also understand that we must ask _____ to make copies of _____ music and to give the copies away. We _____ the rights of the copyright _____. So, we ask for permission to _____ the performance and give copies to the students, parents and teachers at our school. Since we are a school, we do not have money to pay a large _____. We ask to use the _____ for free. Please let us know if you will charge a fee. Will you let us know as soon as possible so that we can make changes to our production? Please sign on the line below if we have permission.

_____
License Granted

Sincerely,

Student _____

Teacher Advisor _____

Contact Us:

Gold Toe Middle School

123 Fuzzy Way

Sock Puppet Nation, i-SAFE

54321

Word Bank: permission, school, lyrics, public, copyrighted, instrumental, musical, Licensor, owners, published, respect, music, royalty, record

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READ ALOUD

VIOLET'S SPIN OFF OF "THE FOX"

Violet nearly unraveled with glee when she watched a music video by Ylvis entitled "The Fox." When she showed the ShoeTube video to her friends from Gold Toe Middle School, everyone hooted and chortled. For weeks, the socks at school chimed the comical lyrics up and down the halls. Some socks even mimicked dance moves as they sang. They shared the ShoeTube video with their family and friends who shared the video with their friends, and so on. In a few short weeks, the video had almost 43 million views! Not only did the socks at Gold Toe Middle School take part in passing along a popular Internet meme, the silly song was soon to become a source of artistic inspiration for Violet.

Mr. Cotton, Violet's Language Arts teacher, had been teaching a unit on poetry. In class, Violet read a number of poems that followed different rhyme schemes. On one particular day, Violet learned about a new form of literary expression—lyric.

"Like poetry, lyrics are a form of creative expression. As with poetry, lyrics follow a rhythmic language pattern based on a number of syllables and the stressed or unstressed syllables. Sometimes lyrics have a rhyme scheme and sometimes they do not. Songwriters use words to create images and capture ideas and emotions. Lyrics can tell a story, share an opinion, or entertain. If you listen closely to the lyrics of a song, you will recognize a pattern. Usually, a songwriter will form the song with a verse, bridge and chorus. One major difference between writing lyrics and writing poetry is that the songwriter set the words to music. Your assignment tonight is to write your own lyrics to a song," instructed Mr. Cotton.

Violet was impressed. She had always thought that poetry was just about rhyming words. She never really considered words to a song as a form of literary art. At lunch time, she began to rhyme words in her mind—fox, box, socks…clap, tap, flap—and daydream about the music video by Ylvis. A creative spark lit Violet's imagination. Immediately, she snatched up her pen and jotted down each rhythmic word as the electronic sound of "The Fox" played harmoniously in her mind. And thus, a new song was born.

The next day, Violet handed a copy of her song "What Does the Sock Say" to Mr. Cotton. He peered down.

"Hmmmm…looks like you have created a parody of a popular Internet meme," observed the teacher. Violet wasn't sure what he meant by those words, but she guessed it was something good because, as he read the lyrics to the spinoff of "The Fox," Mr. Cotton chuckled and snorted before bursting out into belly-shaking laughter. "Ylvis is a hilarious duo. I thoroughly enjoyed their music video. Stargate and M4SONIC also produced some catchy electronic beats. This spin-off of their song really tickled my funny bone. Well done, Violet," exclaimed the amused teacher, "Imitation truly is the sincerest form of flattery. I'd like to hear these lyrics set to the tune of 'The Fox.'" So, Violet went home that afternoon and asked her parents to download the instrumental version of "The Fox" onto their mobile device. The next day, Violet performed the song in front of her class.

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STUDENT REFERENCE

MUSIC GLOSSARY

Types of Licenses

Mechanical License – permission to record a song that somone else wrote (no video).

Synchronization License – permission to record a song that someone else wrote and use it in a video.

Master License – permission to use a recording that someone else made.

Performance License – permission to publically perform a song that someone else wrote.

Print License – permission to reprint sheet music or song lyrics that someone else wrote.

Grand Performance License – permission to perform a song that someone else wrote in a dramatic work.

Copyright Owners

Songwriter/Composer – The original author of song lyrics, sheet music and musical arrangements.

Sound Artists – Creators and composers of musical sounds and recordings such as electronic dance music. Sound artists also rearrange existing recordings using technology.

Performance Artist – The singer or musician who performs the music.

Music Publisher – A songwriter or composer gives the copyright of their music composition to a publishing company in exchange for royalties.

Record Label – A company that promotes and distributes sound recordings (CDs, MP3, etc.). Record companies pay music publishers for the rights to copy and distribute sound recordings.

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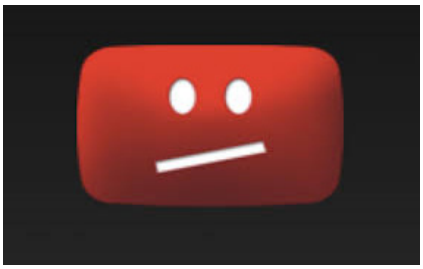
ACTIVITY

LEARNING TO LICENSE

Help Violet solve these copyright issues. Use terms in the Word Bank below. A few extra words are in the word bank. Your answer to the final question will show what you know and understand about creativity and ownership rights. Use the Glossary to help you find the answer.

Word Bank: mechanical license, master license, synchronization license, recording company, sound recording, music publisher, ASCAP, copyright



Help! Violet recorded her performance of "What Does the Sock Say?" and uploaded the video onto a site like YouTube. When she tried to play the video she saw this image and received a "takedown notice." She used a purchased copy of "The Fox" as background music. What type of license does Violet need to use a sound recording in a video?

Violet wants to make copies of her school performance of "What Does the Sock Say?" on CD. What are the two types of licenses that she needs?

_____

_____

_____

Who does Violet need to contact in order to get the permission to copy published music?

_____

_____

_____

Who does Violet need to contact in order to get the permission to copy a sound recording?

_____

_____

_____

Why should Violet get permission before using a recorded song in copies that she is giving away for free?

_____

_____

_____

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WHAT DOES THE SOCK SAY?

To the tune of "The Fox" performed by Ylvis
Music by Stargate
On iTunes: **https://itunes.apple.com/us/album/fox-what-does-fox-say-single/id720919619**

Here and there
On the ground
Different shoes make
Different sounds

High heeled shoes
Goodness knows
How the people walk in those

Flip-flops flap
Tap shoes tap
And the cowboy boots—they stomp

Sneakers sneak
A quiet sound
What does the sock say?

Stink-ink-ink-ink-ink-a-tinka-tink
Ink-ink-ink-ink-a-tink-a-tink
Stink-ink-ink-ink-ink-a-tink-a-tink
What does the sock say?

Wash – wash – wash – wash – wash me now
Wash – wash – wash – wash me now
Wash – wash – wash – wash – wash me now
What does the sock say?

Knee-high-knee-high-knee – high-ho
Knee-high-knee-high-knee – high-ho
Knee-high-knee-high-knee – high-ho
What does the sock say?

Off-off-off-off-with-the socks
Off-off-off-off-with-the socks
Off-off-off-off-with-the socks
What does the sock say?

Crew socks short
Tube socks long
Favorite socks
Have gaping holes

Laundry night
Socks go in
Sudsy wash spins round and round

Some socks are striped
Some socks are plain
Matching socks — they are the same
Ta-a-a-a-a-a-alk

Your hand can make it
Ta-a-a-a-a-a-alk
Ta-a-a-a-a-a-alk
Ta-a-a-a-a-a-alk

What does your sock say?
Ziggie-zagga-ziggie-zap!
Ziggie-zagga-ziggie-zap!
Ziggie-zagga-ziggie-zap!

What does your sock say?
Tippie-tippie-tippie-toe
Tippie-tippie-tippie-toe
Tippie-tippie-tippie-toe

What does your sock say?
Yahoo-yahoo-yeah-weeeee
Yahoo-yahoo-yeah-weeeee
Yahoo-yahoo-yeah-weeeee

What does a sock say?
Hey you---Hey you----
[extended vocal]

What does your sock say?

The missing single sock
Laundry mystery
Somewhere here in the house
I cannot find it
Warm sock so soft
Where ever have you gone?
Cover my hand and arm

Will you be my friend
[extended vocal]

Misfit sock no longer
Puppet in disguise

You're not alone

[C'mon and join the nation!
Sock Puppet Nation.
C'mon and join the nation!]

You'll always have a friend.

[C'mon and join the nation.]

I'll be your
[Sock Puppet Nation.]
I'll be your

I'll be your friend
[Join us! Sock Puppet Nation]

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FINAL PROJECT

Sock Puppets Nation Shows Respect for IP!

This project is cumulative. Students will use their characters from the first lesson and continue to add to their final production as they learn about intellectual property, copyright, IP and the Internet, fair use, licensing, and royalties.

Intellectual Property Storyboard

The purpose of the storyboard is to outline a sequence of events leading up to a problem with intellectual property rights. The student will identify a problem and devise a solution based on knowledge and understanding. The final product incorporates the concepts students have learned throughout the unit.

Instructions for Students

1. Choose a creative talent and a creative project for the puppet. See the "Creative Careers" worksheet for examples.
2. Brainstorm. Think about the problem or conflict that your puppet might face with copyrights. How does your puppet respond to the situation based on his or her personality and character traits? Use a story map to organize your ideas.
3. Illustrate a sequence of events on a storyboard. The first frame should show the type of creative project that the puppet is working on. The next frames will identify the problem. Then, show how the puppet responds to the situation. Complete the storyline by showing how the problem gets solved.*
4. Write your script.
5. Perform your puppet show!

* You may use "The Foot" as the opposing character. The foot is a real stinker that does not care about responsibility or respect for creative ownership rights.

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Sock Puppet Creativity and Copyright

Puppet Show Production Ideas

- **Book Author** – This puppet has spent months writing a book for the Young Author's Guild and has a chance to earn $500 if the story is published! The puppet submits the story but only gets a note that says "Thanks for Participating." After feeling disappointed, the puppet discovers that the story is published on a blog! But where is the money? Is the puppet excited or furious? Did the puppet give the organization permission to use the work? What does this do to the value of the original author's work? How does the problem get resolved?
- **Poet** – This puppet wrote a poem in a journal entry for Language Arts. The teacher liked the poem so much that the poem was published on the school website. Did the teacher ask permission? Was the puppet's name identified as the poet? What happens next? How does the problem get resolved?
- **Photographer** – This puppet takes pictures for a living (of sunsets, rainbows, animals, racecars, jet planes). Some images are on SockieGram (SPN equivalent to Instagram) and Stumblr (SPN equivalent to Tumblr). While at the flea market, the puppet notices a vendor selling prints of the photos! How did this happen? How does the problem get resolved?
- **News Journalist** – This puppet arrives on the scene for a "Breaking News" story and records an interview, but a sinister journalist steals the recording device and uses the primary source in an online news article. How did this happen? How does the problem get resolved?
- **Researcher** – This puppet is writing a report for school and is in a great hurry. The puppet finds some primary sources online and decides to copy and paste the text onto the report. What does the teacher say? How does the problem get resolved?
- **Songwriter** – This puppet writes a song, records the song and posts a video on ShoeTube. Other sock puppets begin to copy the lyrics and tune, but one puppet becomes rich and famous from performing the song. How did this happen? How does the problem get resolved?
- **Music Performers** – This puppet band has entered the "Battle of the Bands." In order to win the competition, the band needs to play an original song. The other band goes first in the competition and plays their song! How did this happen? How does the problem get resolved?
- **Video Producer** – This puppet creates a documentary about misfit socks that get lost in the dryer on laundry day. While watching ShoeTube, the original producer notices parts of the video in another puppet's work. How did this happen? How does the problem get resolved?
- **Playwright** – This puppet writes plays for a living and has published famous Broadway productions. What happens when "The Foot" gets a hold of the script and charges admission to a theatrical performance? How does the puppet find out? How does the problem get resolved?
- **Choreographer** – The choreographer writes down notes and formations for a music video. Another dance group memorizes the movements and begins to perform the same routine! How did this happen? How does the problem get resolved?

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