



Music Technology Lessons

Students enjoy composing their own music. Now we need to learn the basics of copyright and complete the forms necessary to copyright our works.

Lesson 011

DATES _____

The 2nd through 5th Grade students receive one 40 minute lesson per week.

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Objectives:

- *Students will read the information available from the copyright books studied in class.
- *Students will learn how to complete and send copyright forms to the Library of Congress Copyright Office in Washington, D.C.
- *Students will continue to work on their compositions, using Sibelius now.
- *Students will complete at least one worksheet from the Sibelius worksheets available on the Quizzes and Games pages.
- *Students will continue their studies on the Music Ace 1 Lessons.

Materials:

Computers, printer, Music Ace, Sibelius, worksheets printed from website, copyright books to study - the Official Copyright User's Guide (1998-2000 Official Software, LLC. <http://www.officialsoftware.com>) and Music Copyright for the New Millennium by David Moser (copyright 2002, MixBooks - ArtistPro Publishing ISBN 1-931140-16-2).

Procedures: Students should have prior knowledge of how to write a composition using the computer and keyboard. They should also be familiar with the process of making a CD, discussed in earlier lessons. Also, they should be familiar with navigating our web site and how to find the Sibelius Worksheets.

Using the Official Copyright User's Guide (<http://www.officialsoftware.com>), have the students to read and discuss the Introduction to Copyright. Note the basic concepts, such as:

- the difference between a copyright, trademark and patent
- copyrightable works and how long copyrights last
- works not protected by copyright
- what is fair use?
- how to correctly choose and complete the copyright form
- the cost involved in sending in works to be copyrighted
- receiving the copyright registration form and registration number

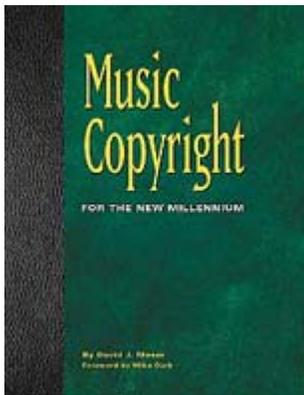


Students should go to the official website for current copyright forms and select the correct form to print. We will complete the copyright form as a group effort. Copies may be made of the form to add to the students' portfolios. Students should note that once the registration is received by the Copyright Office, it immediately is effective, but we may not receive the actual certificate of registration until six to eight months later.

What is the address to send the copyrighted works to? Library of Congress, Copyright Office, 101 Independence Avenue, SE, Washington, D.C. 20559-6000.

Read portions of the Music Copyright for the New Millennium by David Moser (<http://www.belmont.edu/mb>). In the book, "the new technologies available for music through the Internet and other devices make it very easy to infringe upon the rights of the creators of music and other works. Also discussed is the fact that people mistakenly think that everything available throughout the Internet can be 'free for the user'. It is important to note what can and cannot be used, and how to seek permissions from creators of works if you plan to use them on the Internet or for public performances / use.

Also, we must realize that everything we do in daily life uses copyrighted materials, from listening to a CD, radio or television, reading newspapers, books, magazines, and using software." Moser also writes that "the music industry (songs and sound recordings) are forms of property that are protected by copyright. Without copyrights, creators and publishers would not be able to earn income from their music recordings."



The book discusses many topics, some listed here from the Preface of the book:

- What is copyright and why is it important?
- How did copyright law originate and evolve?
- What is and is not protected by copyright?
- What provisions are made relevant to musical works?
- What is copyright infringement?
- How can you get permissions to use copyrighted works?
- How does copyright laws work in relation to changing technologies?
- What does the future hold for copyright law?



Read portions of Chapter 7, (page 74, Public Performance and Display Rights). Discuss this with the students and how it relates to our performance even at our school. On page 112-113 (Chapter 9, Copyright Formalities), read the information about 'What Should A Copyright Notice Contain' and 'Where Should Copyright Notice Be Placed.' Copyright symbol example: ©

These books are excellent resources and can be used with any age group. It is best for students to learn at a young age the importance of copyright and issues related to it. Even on our website, an attempt for permission is requested to use copyrighted pictures and sound files. Some of the pictures and files are in the Public Domain. Discuss this term with the students.

Many of our pictures and sound files were created by Ms. Garrett. Discuss the fact that even some of our own copyrighted pictures, sound files, lessons and quizzes have been copied and used on other websites without permission. Most of the time, Ms. Garrett has been able to view these sites through our website statistics and notify the site creator of the problem. This is very prevalent now because of the Internet access becoming increasingly available throughout the world. Many of the companies related to music and software actually ask to have their copyrighted (trademarked) pictures or logos placed on our website to provide a link to their resources for sale or available to the public.

Ask students to notice.....

- What form is needed for them to copyright their songs? _____
- What types of material can we create that needs to be sent in with the forms to the Copyright Office? _____
- Why is it important to copyright your works or creations? _____

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Ask students to notice

- How much does it cost to copyright a creation? Would it be better to copyright a collection of our work or to copyright each individual song? _____
- Where do you find the forms that you need to complete to copyright your works? _____
- What is Public Domain and Fair Use? How does it work?

- What should you do if you want to use a work that has been copyrighted?

- What items do you use everyday that involve copyrights? (i.e. TV, Radio, CD's, etc.) _____
- How can you find current information about copyright laws and use? _____
- What should we do before we perform copyrighted music in public performances? _____
- Other comments:

Continue working on Sibelius compositions. We now have worksheets available for students to study on the Quizzes and Games pages of our site. Students can view these worksheets on their computers and complete them using Sibelius. If they have Internet access at home, they can also work on these sheets anytime. Sheets may be printed. Students need the free Scorch viewer to see the files on their computers. Quizzes

Continue lessons in Music Ace 1. Students will be on various lessons and should view the Student Progress poster in our classroom to see which lesson to begin.
More Links: <http://www.loc.gov/copyright/>

Extra Activities:

- Students may want to visit various websites for finding more information about copyright. Parents should always supervise their children at home when using the Internet. Can you find websites or TV, CD, Books, etc. that have violated copyrights?
 - Students may also complete more Quizzes and Games on our website, along with working on Sibelius Worksheets.
- Posted student compositions are on the Student Work pages of this site.

Evaluation:

- * Students will be able to demonstrate an understanding of a copyright and its use.
- * Students will be able to find, print, complete the correct copyright form as it relates to their compositions and recordings, and turn it in to the teacher for review.
- * Students should be able to identify types of material that they use or see everyday that use copyrights.
- * Students will complete and turn on at least one Sibelius Worksheet from the Quizzes and Games pages of this site.
- * Students will complete at least one Music Ace lesson based on their current progress reports.

Notes: _____