UNIT 4: RESOURCE OUTLINE

UNIT TITLE: Rights For Artists

TARGET AUDIENCE: 13 – 14 year olds

AIMS: With a focus on teen culture, this unit explores the issues young people should be aware of when downloading digital files, including music, still images and film.

CURRICULUM AREAS: Citizenship, Information Communication Technology (ICT), Religious & Moral Education, Social Studies; and cross-curriculum dimensions such as Identity & Cultural Diversity and Technology & the Media.

CONTENT

The unit contains five sections.

Section 1 – Introductory activities build on young people's understanding of the creative industries and the power of creativity, with a particular focus on the digital sector.

Section 2 – Using a range of source material, activities develop young people's understanding of how creativity in the digital sector is valued and traded in society.

Section 3 – Based on a range of scenarios, role-play activities encourage young people to think about individual creativity can be protected in the digital sector with a particular focus on copyright.

Section 4 – Referencing case studies, activities encourage young people to discuss and reflect upon the legal and ethical implications for consumers and artists of downloading digital content illegally.

Section 5 – With links to a range of websites, young people bring together their knowledge and understanding from this unit into creating a blogsite to promote the value of protecting the rights of artists online.

SECTION 1: INTRODUCING THE TERMS

Activity 1. Suggested examples might include a sculptor, musician, singer, writer, filmmaker, designer.

Activity 2. Students need access to dictionaries (hard copy or online) for this task.

Activity 3. This activity is based on students' opinion. It's important that they justify their opinions with evidence where possible.

Activity 4. Correct answers are as follows:

JOB TITLE	JOB DESCRIPTION
Advertising art director - creative	This person designs visual concepts for advertising campaigns.
Animator (2D computer animation)	This person uses software to animate scenes, including creating characters and plotting camera moves.
Carpenter	This person builds, installs and removes wooden structures on film sets and locations.
Choreographer	This person plans, creates and brings to life dance and / or movement on stage or set.
Copy editor	This person reads a text before it's published to make sure it's accurate.
Film director	This person has overall responsibility for creative direction including deciding on the style and structure.
Gaffer	This person is responsible for all the hands-on aspects of lighting and set locations.
Graphic designer	This person produces designs to communicate a client's message visually.
Indexer	This person creates a list at the end of a document to help readers search for names or topics.
Level editor	This person decides on and creates interactive architecture for part of a digital game, including the landscape, buildings and objects.
Line producer	This person works on preparing a film's budget and production costs for potential investors.
Milliner	This person designs and creates new hats.
QA tester	This persons checks and debugs a digital game to ensure it is high quality before it goes to the public.
Render Wrangler	This person converts computer data into a sequence of viewable images.
Runner	This person helps out wherever they are needed on productions.
Stagehand	This person helps to build, transport, rig, de-rig and store sets.
Storyboard artist	This person illustrates a story and draws panels to set out the action of a film or game.
Unit Manager	This person acts as a go-between for the film crew and the location owners keeping everyone happy during filming.

The jobs listed above that most obviously fit within the digital sector include:

- Advertising art director - creative
- Animator (2D computer animation)
- Copy editor
- Film director
- Graphic designer
- Indexer
- Level editor
- QA tester
- Render Wrangler
- Storyboard artist

Other jobs in the digital sector that could be listed include: photographer, publisher, and musician.

Other more traditional creative roles with transferable skills relevant to the digital sector include: art and design / theatre and drama / TV, film and photography.

Roles specifically linked to website and app development include: online marketing / online content production / ecommerce / web and software development / analytics and research / web design

SECTION 2: VALUING CREATIVITY

Activity 1. An introductory activity based on students' opinions. It is important that they justify their opinions with evidence where possible.

Activity 2. A sorting task encouraging students to reflect on the fact that value is not only assessed in financial terms.

Activity 3. A reading comprehension activity designed to introduce students to the idea that developing new technologies has changed how we might value creativity. It's important that students justify their opinions with evidence where possible.

Activity 4. Based on students' opinions, this discussion task aims to encourage reflection about who has produced the digital goods we consume.

Activity 5. With a focus on personal issues of ownership and copying, this discussion task encourages students to develop empathy with the producers of digital content.

Activity 6. This research task offers students the opportunity to find out more about the specific copyright laws in their country.

SECTION 3: PROTECTING ARTISTS' RIGHTS

This Section offers students the opportunity to be creative and apply their knowledge in new ways. Encourage students to think about the real people who download digital products illegally. The final activity offers students an opportunity to continue to adopt a more creative way of expressing their ideas and to capture their ideas on camera. If this technology is available, keep safe what they produce so it can be used in the final website development activity at the end of the unit.

SECTION 4: KNOWING RIGHTS FROM WRONGS

Activity 1. Based on a recent research study from the UK, this task requires students to be honest about their online behaviour in order to reflect on their reasons and the possible consequences.

Activity 2. A reading comprehension activity designed to introduce students to a case study of a young man who was prosecuted for illegal streaming of football matches. In the discussion points that follow, it is important that students justify their opinions with evidence where possible. In terms of the first question, the answer is that even if Gary G had not charged for making the football matches available online, he still would have been acting illegally under the law of the United Kingdom and many other countries.

Activity 3. A short extract from a newspaper article provides stimulus for discussion about the perception and the ethics of illegal downloading of digital content.

Activity 4. A statement bank of opinions offers stimulus for discussion about the role of Internet Service Providers in protecting intellectual property rights. This task is designed to introduce some of the challenges and conflicts of interest surrounding this issue and to make students aware of the delicate balance between the rights and responsibilities of digital artists, digital consumers and digital service providers.

Activity 5. This research task offers students the opportunity to find out more about individual cases of illegal online services in their countries. There is a focus on thinking about the ethical issues underlying both illegal sourcing of digital content and so called 'deterrent sentences' designed to send a strong message to anyone thinking of breaking these laws. It is important to be clear, however, that the target of the criminal law is those who make protected content available on a commercial basis, not individual domestic consumers. Neither children nor their parents are going to be arrested for illegal downloading.

SECTION 5: BLOGGING FOR CREATIVE RIGHTS

This final section in the unit of work is designed to bring together students' knowledge and understanding from the previous sections. Students are invited to plan, design and create a website to raise awareness among young people of their age about the rights and responsibilities surrounding digital downloads from the Internet. Where students do not have access to blogging tools, an alternative may be to ask them to design a feature spread for a magazine or newspaper covering the topic.