

Case 14: Does giving credit let the crew use the song?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Caio’s film recap uses a sampled track and a six-second TikTok clip. Mateo wants to post it tonight with a credit in the caption. They separate attribution, permission and fair use, then apply the U.S. Copyright Office’s four fair-use factors to the crew’s planned use. They then complete a rights log and propose a licensed or original alternative.

Before this case

Students should already be able to:

- summarize an official source accurately
- keep a log of sources and permissions
- write a guide for a named group of readers

Objectives

Students will be able to:

- complete a rights log for one rough cut
- explain what a credit does and does not do
- describe the four fair-use factors the way the Copyright Office does
- point readers to licensed alternatives and to help, without promising a legal outcome

Materials

- This chapter, one copy per student
- The Copyright Office’s Fair Use Index overview and its Warhol v. Goldsmith summary
- Copyright Basics (Circular 1) from the Copyright Office
- NPR’s report of February 1, 2024, on TikTok and UMG

The task in this edition

Task: Write a rights-clearance guide for a community film night or a student film club, using Caio’s rough cut as the worked example. The guide shows how to fill in a rights log, what a credit does and does not do, and where to get help.

Students make: Guide, 400—500 words, with a completed rights log for the rough cut

Pacing

- Opener (page 275):** 5 min. Short on time: 4 min. Read What happened aloud.
- Key terms (pages 276 and 277):** 5 min. Short on time: 3 min. Read the key terms aloud; skip the first-guess box.
- Look at the evidence (page 282):** 8 min. Short on time: 8 min.
- Look at the evidence (page 283):** 5 min. Short on time: 4 min. Students fill in only the “What it shows” box.

Pacing, continued

- Key idea (pages 284 and 285):** 10 min. Short on time: 8 min. Skip the In the news section.
- Sort the evidence (page 286):** 8 min. Short on time: skip.
- Practice (pages 287 and 288):** 6 min. Short on time: skip.
- Your task (pages 289 and 290):** 15 min. Short on time: 15 min.
- Your draft (page 291):** 30 min. Short on time: 25 min. Students draft the rights log and credit sections in class and finish at home.
- Check your work (pages 292 and 293):** 8 min. Short on time: 5 min. Students answer the check questions and skip the rubric.
- Questions to discuss (pages 294 and 295):** 10 min. Short on time: 3 min. Use question 2 as an exit ticket.
- Talk about this case at home (page 296):** at home.
- Periods:** full chapter 110 minutes; one period 75 minutes.

Case 14 plan, continued

Standards

Information Literacy VALUE Rubric AAC&U’s rubric for finding, evaluating and using information for a purpose, ethically and legally. In this case: Students record where each outside element came from and what permission it has (Access and Use Information Ethically and Legally).

Information Has Value Information has value, including as a means to influence people, so credit, access and privacy matter. In this case: Students explain why credit, a license and fair use answer different questions about someone else’s work.

Written Communication VALUE Rubric AAC&U’s rubric for writing that fits its context and purpose, develops its content and uses sources and evidence. In this case: Students write a practical guide for club members with a worked example (Genre and Disciplinary Conventions).

Ethical Reasoning VALUE Rubric AAC&U’s rubric for recognizing ethical issues and applying and weighing different ethical perspectives. In this case: Students weigh the film’s needs against the interests of the recording artist and the TikTok creator (Ethical Issue Recognition).

Codes of ethics

- **AIGA Standards of Professional Practice:** The designer’s responsibility to other designers
- **RTDNA Code of Ethics:** Independence and transparency
- **PRSA Code of Ethics:** Competition

Heat map

- **Opener (page 275):** Low
- **Key terms (pages 276 and 277):** Low
- **Look at the evidence (page 282):** Low
- **Look at the evidence (page 283):** Low
- **Key idea (pages 284 and 285):** Low
- **Sort the evidence (page 286):** Low
- **Practice (pages 287 and 288):** Low
- **Check your work (pages 292 and 293):** Low

Try it at your school

Start a rights log for your next project.

- List every outside clip, image, sound and quote before you edit
- Record the source and the license or permission for each
- Use your school’s licensed media or openly licensed libraries when you can
- Ask your media teacher or librarian about uses you’re unsure of

Try it at your school, continued

Who to ask: School librarian or media specialist, a media or film teacher, a college library’s copyright help page

Safety: Don’t share other people’s creative work as your own. If you get a takedown notice, talk with a trusted adult before responding.

Sources

- NPR, “TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift,” February 1, 2024
- U.S. Copyright Office, “Fair Use Index,” No date listed

Case 14: Does giving credit let the crew use the song?

Mateo wants to post the crew's film tonight and credit the song's artist, but Caio wants to check the license first.

On your own Read What happened and underline the two pieces of the film that the crew did not make. About 5 minutes.



Caio, Mateo and Rafa laugh as they look at photos on a small digital camera.

Your role: You're the one who fills in the rights log before the film goes up. **New skill:** Check permission, not just credit.

What happened

It is Friday night, and Caio, 24, is editing the crew's festival film. The film is a short recap made from crew footage and interviews. At 9:40 p.m., he saves a rough cut. For 20 seconds, a released song plays under the setup montage. Caio pitched the song up slightly, and the song sets the mood for the whole scene.

The cut borrows one more piece. From 1:40 to 1:46, it shows a six-second clip downloaded from a TikTok post. That post used Stitch, TikTok's remix tool. The crew did not make the song or the clip.

At 10:02 p.m., Mateo texts the crew chat: "We'll credit them in the caption. Post tonight?" He wants the film online tonight. Caio asks what the credit gets them, and Mateo does not have an answer. Caio wants to check the license before they post.

Your question: Does a credit give the crew permission to use the song, and what should they do before they post?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud.

💬 Say this

"Mateo wants to post tonight with a credit in the caption. Is that enough?" — Hold a quick thumbs-up or thumbs-down vote. Do not settle it yet.

👁 Watch for

Misconception: Students treat credit as permission. **Listen for:** "They gave credit, so it's fine." **Then:** Ask what question a credit answers. Write "Who made it?" and "Who said yes?" on the board.

📖 Support

- Read What happened aloud while students follow along.

🔥 Heat check

■□□ Low.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 5 minutes.

Attribution Attribution is naming the person who made a work, such as a song, a photo or a video.

En español: atribución

In this case: Mateo's plan, "We'll credit them in the caption," would name the artist. It answers who made the song, not whether the crew may use it.

License A license is permission from a rights holder to use a work under specific terms.

En español: licencia

In this case: The rights log says "permission unknown" for both borrowed pieces. A license from each owner would fill in that column.

Fair use Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.

En español: uso justo

In this case: The crew would weigh the four factors for 20 seconds of a released song used as background mood. No number of seconds settles it.

Who is involved



Caio

Editing the crew's festival film

"Twenty seconds of that song carries the whole montage. That's exactly why I can't just borrow it and hope."



Mateo

Wanted the film online tonight

"I really texted 'we'll credit them, post tonight?' Then Caio asked what the credit gets us. I didn't have an answer."

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 3 min. Read the key terms aloud; skip the first-guess box.

💬 Say this

"Write your first guess now. You will check it against the evidence later." — First guesses stay private unless a student wants to share.

👁 Watch for

Misconception: Students hear "fair use" as any use that seems fair. **Listen for:** "It's fair because they aren't making money." **Then:** Point to "judged case by case on four factors." Everyday fairness does not decide it.

📄 Support

- Draw three boxes: credit, permission, fair use. Students add one detail from the case to each box.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

🌡 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, do you think a credit in the caption lets the crew use the song?

My first guess is ___, because ___.

➤ My first guess is that it depends on the license, because naming an artist does not show that the owner agreed.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 276. The notes for both pages are on the sheet for page 276.

Reading passage

Rights clearance for small productions

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 6 minutes.

Words to know

- **Attribution:** Attribution is naming the person who made a work, such as a song, a photo or a video.
- **License:** A license is permission from a rights holder to use a work under specific terms.
- **Fair use:** Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.
- **Disclosure:** A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

The story: Two borrowed elements

Caio, 24, is editing the crew's festival film, a short recap of footage and interviews. His Friday rough cut, saved at 9:40 p.m., includes two elements the crew did not create. The first is 20 seconds of a released song, pitched up slightly, running from 0:18 to 0:38 under the setup montage. It sets the tone for the scene. The second is a six-second clip, from 1:40 to 1:46, downloaded from a TikTok post that used Stitch, the platform's remix feature.

At 10:02 p.m., Mateo, 22, proposes a common solution. The crew will credit the artists in the caption and post that night. Caio responds with the question the case is built around. What does the credit get them? Mateo concedes he has no answer. By Saturday, he has revised his view on both elements. He recalls the 2024 TikTok music blackout, in which no one had failed to credit Taylor Swift, and he recognizes that an in-app remix permission may not extend to an off-platform screening. He moves both items to the rights log as unknowns.

Your role is to fill in the rights log before the film goes up.

Stop and think. Why do people so often treat attribution as if it were permission?

Three concepts, three questions

Rights clearance begins by separating concepts that everyday language merges. **Attribution** is naming the person who made a work, such as a song, a photo or a video.

⌚ Pacing

Reading: about 6 min (775 words). Short on time: read it aloud together, pausing at each Stop and think.

❓ Stop and think

1. **After “The story: Two borrowed elements”:** Why do people so often treat attribution as if it were permission?
2. **After “Three concepts, three questions”:** How did the Warhol decision change the weight of the purpose factor for creators who remix?
3. **After “Markets, doctrine and codes”:** When a deadline is soft, why is substitution often better than a fair-use argument?

Three concepts, three questions, continued

A **license** is permission from a rights holder to use a work under specific terms. **Fair use** is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors. Attribution answers who made something. A license answers whether the owner agreed to this use. Fair use asks whether the law permits the use anyway.

The case builds on earlier skills. From Case 1, the rights log traces each element to its source, maker and permission status, with a date. From Case 8, a **disclosure**, a clear statement that tells people about a relationship or fact they would want to know, shows how honesty and authorization differ. Crediting an artist is a kind of disclosure, and it transfers no rights. From Case 12, the method of weighing facts against a legal standard applies to fair use, which works through factors rather than bright lines.

Applied to the song, the four factors are the purpose of the use, the nature of the original work, the amount used and the effect on the original's market. The purpose is atmosphere in a recap, the original is a creative recording, the amount is 20 seconds and the market effect is uncertain. A pitch shift does not change the purpose, and the Copyright Office is clear that no number of seconds is automatically safe. Even a short part can weigh against fair use if it is the most recognizable part of the work. The TikTok clip raises a separate question, the scope of the creator's consent. Stitch permission operates inside TikTok. Whether it reaches a downloaded clip in a film shown elsewhere is exactly what the rights log marks as unknown.

Caio's decision reflects professional practice. When clearance is uncertain and the deadline is soft, substitute. The crew can use a library track with clear license terms or a drum loop recorded by Dec that the crew owns, and publish Sunday.

? **Stop and think.** How did the Warhol decision change the weight of the purpose factor for creators who remix?

Markets, doctrine and codes

Platform licensing is contractual and can change without notice to users. When UMG's agreement with TikTok expired in February 2024, videos using its artists' recordings went silent (NPR, February 1, 2024). Coverage explained the licensing structure behind the songs creators use (Christian Science Monitor, February 6, 2024), and later research examined the effects of the roughly three-month blackout (Harvard Business School Working Knowledge, March 5, 2025).

The Supreme Court's decision in *Andy Warhol Foundation v. Goldsmith* emphasized the first factor. A new work used for substantially the same purpose as the original was not fair use, despite its artistic changes (NPR, May 18, 2023; U.S. Copyright Office summary, 2023). The Copyright Office's Fair Use Index notes that educational purpose does not make a use automatically fair (U.S.

This page continues page 278. The notes for both pages are on the sheet for page 278.

Markets, doctrine and codes, continued

Copyright Office, updated July 2026). Its Circular 1 explains what copyright covers and who owns a song or a recording (U.S. Copyright Office, September 2021).

Professional codes align with the law. PRSA members commit to “preserve intellectual property rights in the marketplace” (PRSA Code of Ethics, October 2000). The AIGA standards bar designers from accepting instructions that involve “infringement of another person’s property rights without permission” (AIGA Standards of Professional Practice, no date listed). The RTDNA code calls use “without attribution or permission” plagiarism (RTDNA Code of Ethics, June 11, 2015). Note the “or.” Attribution and permission are separate obligations, which is the lesson Mateo learns.

? **Stop and think.** When a deadline is soft, why is substitution often better than a fair-use argument?

Sources

Real source | NPR | February 1, 2024

TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift

Real source | The Christian Science Monitor | February 6, 2024

How Universal's licensing pullout is affecting music on TikTok

Real source | Harvard Business School Working Knowledge | March 5, 2025

What Happened When TikTok Songs Went Silent for Three Months

Real source | NPR | May 18, 2023

Supreme Court sides against Andy Warhol Foundation in copyright infringement case

Real source | U.S. Copyright Office | 2023

Andy Warhol Found. for the Visual Arts, Inc. v. Goldsmith (Fair Use Index summary)

Real source | U.S. Copyright Office | July 2026

Fair Use Index

Real source | U.S. Copyright Office | September 2021

Copyright Basics (Circular 1)

Real source | Public Relations Society of America (PRSA) | 2000

PRSA Code of Ethics

Real source | AIGA, the professional association for design | No date listed

AIGA Standards of Professional Practice

This page continues page 278. The notes for both pages are on the sheet for page 278.

RTDNA Code of Ethics

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 8 minutes.

Evidence A | Edit timeline

Caio's rough cut, Friday, 9:40 p.m.

0:00—0:18 crew footage, no music. 0:18—0:38 sampled track, pitched up slightly, under the setup montage. 0:38—1:52 crew footage and interviews. 1:40—1:46 a 6-second clip downloaded from a stitched TikTok post.

Look closely: Which two parts of the cut did the crew not make?

What it shows

➤ Two borrowed pieces: 20 seconds of a pitched-up song and a stitched TikTok clip.

What it leaves out

➤ The owners, any license terms and which part of the song the 20 seconds use.

Evidence B | Group-chat message

Mateo's message, Friday, 10:02 p.m.

We'll credit them in the caption. Post tonight?

Look closely: Which question does the caption answer? Which question does it skip?

What it shows

➤ Mateo treats a caption credit as enough to post the film tonight.

What it leaves out

➤ Any sign that the song's owner gave permission for this use.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 8 min.

💬 Say this

“Put your finger on each row of the rights log. Which column says “unknown”?” — Wait for “permission or license” in both rows.

👁 Watch for

Misconception: Students think the pitch change makes the song the crew's own. **Listen for:** “They changed it, so it's theirs now.” **Then:** Ask what the change added. The song is still recognizable, and nobody gave permission.

📖 Support

- Reduce the work to one element, the song, for students who need it.
- Read the timeline aloud and list each borrowed piece on the board.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

🔗 Stretch

- Ask why Stitch permission inside TikTok may not cover the same clip in a festival film.

🔥 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Rights log

Rights log, started Saturday morning

Columns: element, who made it, where it came from, permission or license and date. Row 1: setup-montage music, the recording artist, a streaming download, permission unknown. Row 2: 6-second clip, a TikTok creator, downloaded from TikTok, permission unknown.

Look closely: Which column says “unknown” in both rows?

What it shows

➤ A record of each borrowed piece, its maker and where the crew got it.

What it leaves out

➤ Any license, and what the TikTok creator agreed to when posting.

What is still missing from the evidence?

➤ Whether the track has any license that covers this use, which part of the song the 20 seconds come from, where the film will be shown, and what the TikTok creator agreed to when the clip was posted.

Notes

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Students fill in only the “What it shows” box.

💬 Say this

“Put your finger on each row of the rights log. Which column says “unknown”?” — Wait for “permission or license” in both rows.

👁 Watch for

Misconception: Students think the pitch change makes the song the crew’s own. **Listen for:** “They changed it, so it’s theirs now.” **Then:** Ask what the change added. The song is still recognizable, and nobody gave permission.

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🔗 Stretch

- Ask why Stitch permission inside TikTok may not cover the same clip in a festival film.

🔥 Heat check

■□□ Low.

Key idea: fair use

On your own Read the key idea and the code of ethics, then answer the question in the box. About 10 minutes.

Credit and permission answer different questions. **Attribution** is naming the person who made a work, such as a song, a photo or a video. It answers the question “Who made this?” A **license** is permission from a rights holder to use a work under specific terms. It answers another question: “Did the owner say yes to this use?” Mateo’s caption would give attribution. It would not give the crew a license.

Without a license, the crew could ask whether the use is fair use. **Fair use** is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors. The U.S. Copyright Office names the four factors. They are the purpose of the use, the nature of the original work, the amount used and the effect on the original’s market. No number of seconds is automatically safe. Even a short part can count against fair use if it is the most recognizable part of the song.

Platform tools come with their own limits. Stitch lets people remix another person’s video inside TikTok. That permission does not automatically cover a downloaded clip in a film shown somewhere else. Using music the crew records, or a track with a clear license, can avoid the fair-use question. Caio’s two backup plans follow this idea: a library track with clear terms, or a drum loop that Dec records.

Professional standards

Real source | AIGA, the professional association for design

AIGA Standards of Professional Practice: The designer’s responsibility to other designers

“A professional designer shall not accept instructions from a client that involve infringement of another person’s property rights without permission”

In plain words: Designers who belong to AIGA agree not to use other people’s creative work without permission, even when a client asks.

Question: The rights log says “permission unknown” for the track and the TikTok clip. What does Caio need for each row?

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip the In the news section.

💬 Say this

“Credit answers one question and a license answers another. Which question does each answer?” — Accept “who made it” and “did the owner say yes.”

“The AIGA code says not to use someone’s work without permission. What would Caio need?” — Wait for “a license for each row.”

👁 Watch for

Misconception: Students treat the AIGA code as a law.

Listen for: “The crew could get arrested for breaking it.”

Then: Say: “A code of ethics is a standard a profession sets for its members. AIGA’s code binds its members, not the crew.”

📖 Support

- Read the code quotation aloud. Point out the label: it is a real source, quoted word for word.

🔗 Stretch

- Compare the RTDNA line, which calls using work without attribution or permission plagiarism. Why does it name both?

🔥 Heat check

■□□ Low.

Professional standards, continued**Your answer**

Caio needs ____, because ____.

Caio needs a license or permission from each owner, with its terms and date, because a credit line fills neither column.

In the news

Real source | CrashCourse (YouTube) | May 7, 2015

Copyright, Exceptions, and Fair Use: Crash Course Intellectual Property #3

Explains why giving credit is not the same as permission, and how fair use is weighed.



Real source | NPR | May 18, 2023

Supreme Court sides against Andy Warhol Foundation in copyright infringement case

Even a famous artist's new version wasn't fair use when it served the same purpose as the original.

Notes

This page continues page 284. The notes for both pages are on the sheet for page 284.

Sort the evidence

On your own Match each piece of evidence to the claim it supports, challenges or narrows. About 8 minutes.

Test the crew's two assumptions against the sources. Which evidence knocks each one down, and what single check could still make the plan work?

Evidence	Claim 1 Crediting the artist makes the use okay.	Claim 2 Twenty seconds is short enough to be fair use.
1 Credit names the creator but grants no permission	🔗 Challenges	🔗 Neither
2 Copyright Office: no formula makes a set amount safe; the heart of a work matters	🔗 Neither	🔗 Challenges
3 The sample is background mood, not commentary on the song	🔗 Neither	🔗 Challenges
4 Stitch permission applies inside TikTok, not to a downloaded clip in another film	🔗 Narrows	🔗 Neither

Still open

- Does any license cover this use? Check before posting.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

🔗 The owners of the song and the clip. I would ask each one what their terms allow outside TikTok, such as a festival screening.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

“Which piece of evidence challenges the idea that credit is enough?” — Model the first row together.

👁 Watch for

Misconception: Students mark Stitch permission as proof the clip is fine to use. **Listen for:** “TikTok lets you stitch, so it’s allowed.” **Then:** Stitch works inside TikTok. It narrows the claim; it does not settle the festival use.

📄 Support

- Let students write S, C or N in each box before they write sentences.

🔥 Heat check

■□□ Low.

Practice: choose a response

On your own Choose the plan you would pick and explain why, then fix the two marked lines. About 6 minutes.

Caio's cut uses about 20 seconds of a released song as background mood for the crew's festival film. Mateo texts, "We'll credit them in the caption. Post tonight?" Which plan should the crew choose?

☐ A Credit the artist in the caption and post tonight.

☒ B Pause the upload. Check the track's license, and swap in licensed or original music if the license does not cover this use.

☐ C Cut the song to ten seconds, since short clips are fair use.

Why I chose it

➡ B. A answers only who made the song, and C rests on a myth about seconds. B checks the license and plans licensed or original music if it fails.

Improve a draft

A student's first draft

We're good to post! ① We only used like 20 seconds of the song and we're putting the artist's name in the caption so they get credit. Plus it's not like we're making money off it, it's just for our page. ② Everyone uses songs like this on TikTok anyway so it's fine. We even changed the pitch a little so it's basically our own version now, and the whole cut is under two minutes. If they don't like it they can just ask us to take it down.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

"It is 10:02 p.m. and Mateo wants to post. Which plan do you choose?" — Hold a vote before any discussion.

👁 Watch for

Misconception: Students choose the ten-second plan. **Listen for:** "Ten seconds is always fair use." **Then:** Ask where the Copyright Office names a safe number of seconds. It names none.

📖 Support

- Read the three options aloud before students choose.

🔥 Heat check

■□□ Low.

Improve a draft, continued

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

✎ We used 20 seconds for mood, with no commentary. Length alone does not decide fair use.

Rewrite phrase 2

✎ In-app licenses cover in-app sounds, not a downloaded track at a festival.

Notes

This page continues page 287.

✎ Answer key

A revised version: Plan: we're pausing the upload tonight. We used about 20 seconds of the song as background mood, which isn't commentary on the song, and crediting the artist doesn't give us permission. We'll try two options. First, Caio will check whether the track has a license that covers this use. If not, we'll swap in a track from a library with a clear license, or Dec will record a short drum loop we own. We'll keep a rights log with the source, license and date for every clip and sound, then post by Sunday.

Other notes on the draft:

- "putting the artist's name in the caption" Good practice, but credit isn't permission.
- "it's not like we're making money off it" Noncommercial use is one consideration, not an automatic yes.
- "they can just ask us to take it down" That puts the risk on the artist. Check first.

College

Your task

On your own Read the steps and fill in the planner boxes before you start your draft. About 15 minutes.

Write a rights-clearance guide for a community film night or a student film club, using Caio's rough cut as the worked example. The guide shows how to fill in a rights log, what a credit does and does not do, and where to get help.

Use: Case documents: Caio's rough-cut timeline, Mateo's message, Caio's statement and the rights log template. Real sources: the Copyright Office's Fair Use Index overview, its Warhol v. Goldsmith summary (2023), Copyright Basics (Circular 1) and NPR's report on TikTok and UMG (February 2024).

You'll make: Guide, 400—500 words, with a completed rights log for the rough cut

Time: 75 minutes

- 1 Fill in the rights log for Caio's rough cut, starting with the two rows in Evidence C.
- 2 Write one sentence on what a credit does and one on what it does not do.
- 3 Summarize the four fair-use factors from the Copyright Office page in your own words.
- 4 Draft the rights log and credit sections of your guide on the Your draft page.
- 5 List where readers can get help: a media teacher, a librarian or a copyright help page.
- 6 Finish a guide of 400 to 500 words on lined paper or in the online workspace.



Prefer typing? Scan to open the online workspace.

Row 1: element, time and who made it

🔗 Montage music, 0:18—0:38.
The recording artist.

Row 1: source and permission

🔗 Streaming download.
Permission unknown.

Case 14 | Your task | College educator edition

🕒 Pacing

Full chapter: 15 min.

✂ Short on time: 15 min.

💬 Say this

“Your readers run a film night. What must they fill in before the screening?” — Build the rights log columns on the board.

👁 Watch for

Misconception: Guides treat a credit line as clearance.

Listen for: “Just credit everyone in the program.” **Then:** Point to the permission column. A credit fills only the “who made it” column.

📄 Support

- Rights log with the case's two rows started
- Sorting chart: attribution, permission, fair use
- Help list from the case: a media teacher, a librarian and a college library's copyright help page
- Help frame: “If you are unsure about a piece, ask ____.”

🔗 Stretch

- Explain why permission to Stitch inside TikTok does not cover downloading the clip for a festival film. Say what the 2024 licensing dispute shows about platform permission changing.

📋 Standards

AAC&U VALUE rubric: Information Literacy VALUE Rubric; Written Communication VALUE Rubric; Ethical Reasoning VALUE Rubric.

ACRL Framework: Information Has Value.

The Case plan sheet gives each code in plain words.

Row 2: source and permission

Downloaded from TikTok.
Permission unknown.

- A library track with clear terms, or a drum loop Dec records.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

07 Answer key

- The rights log lists the track at 0:18—0:38 and the clip at 1:40—1:46, with permission marked unknown until confirmed
- Says a credit names the creator but does not give permission
- Describes the four fair-use factors the way the Copyright Office does, with no safe number of seconds
- Offers a licensed or original alternative for the montage music
- Promises no legal outcome and points readers to help

Your draft

On your own Write your first draft in the boxes, using your planner from the page before. About 30 minutes.

First draft: how to fill in a rights log

👉 Before a screening or an upload, list every piece of the film your club did not make. Caio's rough cut has two. The montage music runs from 0:18 to 0:38, and a six-second TikTok clip runs from 1:40 to 1:46. For each piece, record who made it, where it came from, the permission or license and the date you checked. Mark permission "unknown" until someone confirms it. A piece marked "unknown" is not ready to show.

First draft: what a credit does and does not do

👉 A credit names the creator. It answers the question "Who made this?" It does not answer "Did the owner say yes to this use?" Only a license or permission does that. Platform permission has limits too. Stitch lets people remix inside TikTok, but it may not cover a downloaded clip in a festival film. In February 2024, when UMG's license with TikTok expired, videos using its artists' songs went silent. Permission can change, so date every entry.

⌚ Pacing

Full chapter: 30 min.

✂ Short on time: 25 min. Students draft the rights log and credit sections in class and finish at home.

💬 Say this

"A guide gives steps a reader can follow. Could a club member use yours without you there?" — Partners test each guide on the rough cut.

👁 Watch for

Misconception: Guides give a safe number of seconds.

Listen for: "Keep clips under 10 seconds." **Then:** Ask where the Copyright Office names that number. It names none.

👉 Answer key

What to notice in the sample:

1. Keeps the log honest about what the club does not know.
2. Separates credit from permission in plain words.
3. Draws a practical rule from the 2024 licensing dispute.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 8 minutes.

Does your rights log list both borrowed pieces, with permission marked unknown until confirmed? ☒ Yes ☐ No

Does your guide say what a credit does and does not do? ☒ Yes ☐ No

Does it describe the four factors as the Copyright Office does, with no safe number of seconds? ☒ Yes ☐ No

Does it offer an alternative and point readers to help, without promising a legal outcome? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on myths.	☐ Cites credit as permission.	☐ Uses the four factors or license terms.	☐ Uses factors, license terms and platform differences.
Reasoning	☐ Assumes any use is fine.	☐ Applies one factor.	☐ Separates credit, permission and fair use.	☐ Weighs factors honestly and chooses a lower-risk path.
Audience & purpose	☐ Ignores the artist.	☐ Considers only the crew.	☐ Considers the artist and the audience.	☐ Balances creative goals with respect for the original creator.
Revision	☐ No change.	☐ Adds a credit.	☐ Replaces myths with a rights plan.	☐ Explains each step and a realistic alternative.

Pacing

Full chapter: 8 min.

✂ Short on time: 5 min. Students answer the check questions and skip the rubric.

Say this

“Mark your level in each row. Then make one change and say why.” — Circulate and ask for one myth removed or one source added.

Watch for

Misconception: Students add a credit line and call it a revision. **Listen for:** “I added the artist’s name.” **Then:** Point to the Revision row. Adding a credit is level 2; a rights plan is level 3.

Heat check

■□□ Low.

Answer key

How to assess: Score with the case rubric. Add checks that the rights log is complete and that the fair-use description matches the Copyright Office pages.

Proficient looks like:

- **Evidence:** Uses the four factors or license terms.
- **Reasoning:** Separates credit, permission and fair use.
- **Audience & purpose:** Considers the artist and the audience.
- **Revision:** Replaces myths with a rights plan.

Notes

[illegible]

This page continues page 292. The notes for both pages are on the sheet for page 292.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 10 minutes.

- 1 Caio pitched the song up slightly. Does changing a song make it a new work? Why or why not?

➤ Not by itself. The pitch-shifted song stays recognizable and does the same job, setting a mood. The crew adds no commentary on the song.

- 2 Mateo says the TikTok clip goes in the rights log as “unknown.” What would the crew need to find out to fill in that row?

➤ The creator, the terms the clip was posted under and whether those terms reach a festival screening. If not, they need written permission or a new clip.

- 3 Suppose a student used the same song in a video for class. What changes if that video becomes a public post?

➤ The audience and the market change. A public post can replace a license the artist might sell, and the platform’s terms start to apply.

My take

My claim: ____.

➤ The crew should hold the film until each borrowed piece has a license or is replaced.

The best evidence is ____, because ____.

➤ The rights log, because it records two borrowed pieces and no permission for either.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 3 min. Use question 2 as an exit ticket.

💬 Say this

“Answer with a detail from the evidence, not a rule you heard online.” — Post the question numbers and collect one answer per question.

🔗 Stretch

- Compare Caio’s two backup plans: a library track with clear terms or a drum loop Dec records. What does each need in the rights log?
- Going further: Apply the four fair-use factors to the six-second TikTok clip instead of the song. Which factor is hardest to judge, and why?
- Going further: Sketch two short storyboards of the setup montage: one with the sampled song and one with licensed or original music. Compare what each version makes viewers feel and what each one needs before it can be posted.
- Going further: Choose a sound or clip you have seen reused in several online videos. Trace it back to the earliest post you can find. Write a credit line for it, and note whether that post says anything about permission.
- Going further: Before you edit your next video or slideshow, list every outside clip, image, sound and quote. Record the source and the license or permission for each one. Ask your school librarian or media teacher about any use you are unsure of.
- Compare Creative Commons license types and what each allows
- Research how your school’s media policy handles copyrighted material

My take, continued

Someone who disagrees might say ____.

➡ A short, noncommercial use for mood could pass the four-factor test.

The limit of the evidence is ____.

☐ No document shows the license terms or which part of the song the 20 seconds use.

I would change my mind if ____.

➤ The track's license turned out to cover festival screenings.

Notes

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 294.

Heat check

Question 1: Low.

Talk about this case at home

Case 14: Does giving credit let the crew use the song?

In this case, a group of friends wants to post a short film that uses 20 seconds of a released song. Your student compared giving credit with getting permission, then planned what the crew should do before posting.

Questions to talk about

- 1 What is the difference between giving credit and getting permission?
- 2 Why might a short part of a song still need permission?
- 3 Where could a student find music they have permission to use?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 14 | Talk about this case at home | College educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Share this page at home, or read it with an adult you trust.”
— Nobody needs to share a personal story to complete it.