**PART A: MEDIA SUBMISSION INFORMATION**

**1.** Name of Source Media: A collection of songs competing in Sanremo:“La solitudine” (Laura Pausini, 1993); “Soldi” (Mahmood, 2019); “Finalmente io” (Irene Grandi, 2020).

**2.** Where was source media acquired: YouTube

**3.** Duration of clip taken from source media: 3:54 + 3:20 + 3:58 (11 minutes, 12 seconds total)

**4.** Pedagogical purpose of clip: Students will learn about the historic Sanremo music festival in Italy by reading about it and by listening to three featured songs over the years. From these songs, they will answer questions about the content, learn new vocabulary words (and review old ones), and complete a small research project in which they find Sanremo songs that they like.

**5.** Have you acquired permission from creator to use clip? Yes  No  Pending

If “YES” please include copy of permission in your form submission and proceed to PART C: AFFIDAVIT at bottom of form. If “NO” please proceed to PART B: FAIR USE JUSTIFICATION questions below.

**PART B: FAIR USE JUSTIFICATION**

**6.** What is the intended purpose for using this clip? These three clips show different aspects of the Sanremo music festivals through three different styles, singers, and song moods/messages. Each song has comprehension questions about the lyrics or allows students to brainstorm associations they have with certain feelings or actions. There are some fill-in-the-blank to practice listening comprehension and reinforce vocabulary.

**a.** Would you consider this purpose transformative? (Does the purpose for using this clip add something new to or different from its initially intended use?) Yes  No

**b.** Explain: Yes. Sanremo is often a point of discussion in textbooks, but students don’t always have the chance to listen to a song from a current festival year, let alone be exposed to more than one example. We would like to show students that Sanremo hosts a variety of singer sand styles, and to inspire them to find Italian music of their own from Sanremo festivals that they enjoy listening to.

**7.** What is the nature of the copyrighted work? Factual  Creative

**8.** What amount/portion of the source copyrighted work is being used? If instructors choose to have students listen to all three songs in their entirety (we offer the full versions), the full portion of the copyrighted work is being offered.

**a.** Explain why this amount is being used (in relation to the pedagogical purpose explained above). To understand the emotions and story behind each song, it is necessary to students to listen to the full version of each. Students will need the complete lyrics of each song to complete the appropriate comprehension questions.

**b.** Could less of the source material be used to achieve the same end? Yes  No

**9.** What is the effect of this use of the copyrighted work upon the market potential of the original work? (Does this affect sales or distribution of original work or act as competition to original source material?) The use of these songs in class does not affect the original source materials. Its use does not affect sales or distribution of the songs, nor does it compete with the original source materials. We will use the featured songs “La solitudine,” “Soldi,” and “Finalmente io” with the education goal of practicing listening comprehension and vocabulary, and to spark interest in our students so that they explore more Italian pop and contemporary music.

**PART C: AFFIDAVIT**

I Samantha Gillen swear that the information written above is correct to the best of my knowledge. I submit this media clip for inclusion into PRIMA with full belief that it has been acquired by lawful means and either should be considered acceptable for use under the Fair Use act, or permission has been acquired to use source material from the original author(s) of the media used.

Samantha Gillen

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I would like my name associated with the pedagogical materials I am submitting YES  NO