

Year 7 Music

Lesson plan

Curriculum Link: Listen with increasing discrimination to a wide range of music from great composers and musicians

Learning Objective: To explore job roles linked to ways in which Music can be analysed and critically assessed as part of the KS3 Music curriculum.

Learning Outcomes:

- To understand what a Music Journalist does
- To understand how to compare and contrast two pieces of music
- To understand that Music can be a helpful tool in aiding social change

Success Criteria:

- **Describe** –What does a music journalist do?
- **Understand** – How journalists write a music review
- **Apply** – Write top tips for writing a protest song!

Timings	Activity	Details	Resources
2 mins	Starter – what is this telling you?	In pairs: discuss what you think the picture is showing.	Slides 3
2 mins	Introduction – what's the problem?	<p>Facilitator to ask a student to read out the statement on the board. Ask pairs to discuss why they think this is a problem.</p> <p><i>(This shows there are 27 conflicts in the world at the moment. Some of these are wars, some are disputes, some are high level organised crime making those places highly dangerous. The point to get across here is that there is a vast amount of war and conflict out there despite it not being in our country and we need to be aware of this as civilians and children are suffering. Whilst we hear little on the news in the UK these conflicts are ongoing and endless people are suffering (as you can see from the quote).)</i></p> <p><i>Want to get them thinking about the suffering of civilians and living conditions – where else might this be happening? It might not be war zones – get them to think outside of the box. Eg. underdeveloped countries, people working in horrendous conditions for fast fashion brands etc.</i></p>	Slide 4-5



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		<p>Get feedback, all answers welcome.</p> <p>The Challenge <i>"I am part of a pacifist group that wants to end the wars currently happening across the world. It's difficult to be noticed as a political group by influential people. We know Music has previously been used to grab people's attention and I want to understand how so I can create my own protest song"</i></p> <p>So, what are the kinds of people who might want to tackle this problem? Introduce the challenge for the students today and the role of a Music Journalist.</p>	
3 mins	<p>Describe – what does a music journalist do?</p>	<p>Please turn to page 1 of worksheet 1. Introduce the role of a Music Journalist</p> <ul style="list-style-type: none"> Get students to discuss as a group what they think Music Journalism is. <i>(Music journalists cover the world of music for print publications, online journals, magazines, and broadcast media outlets. They review concerts and new releases, report on the business of music, write artist profiles and feature stories, conduct interviews, and break music-related news.)</i> Ask students to feedback about the different examples of music journalism <i>(Music Journalists can present radio shows, vlog, blog, podcasts, film, tv shows or write in print.</i> <i>Eg. A staff writer at a daily newspaper covers country and hip-hop; a public radio reporter curates an artist-discovery series; an alt-weekly freelancer follows the town's local rock scene; and a heavy metal blogger scours the underground for new talent. There is no one-size-fits-all description of a music journalist's job, but there is one thing all music journalists spend a great deal of time doing: listening. Whatever their angle, all music journalists aim to absorb, analyze, and evaluate an artist's work and its place in the culture.)</i> 	Slide 6



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4 mins	Understand - How journalists write a music review	Please turn to page 2 of worksheet 1. In order to write a review, you have to understand the elements of music and think about why artist's made certain musical or lyrical choices. In a group discussion go through the slide on the board and explain how these musical elements can be used to compare and contrast pieces of music.	Slide 7
5-10 mins	Apply - Write your top tips for Charlotte!	Onto the task! <ul style="list-style-type: none">• Get students to listen to Blowin' in the Wind and write down at least one thing in each row.• EXT. Get students in pairs to discuss why the artists may have made these decisions. Get students to then fill in the 'Why did the artist make this choice' column.• EXT. Get the students to write up their top tips for Sahra.	Slide 8-10

