

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!
- **Analyse** – What other jobs or skills are relevant to this challenge?
- **Reflect** – Were there roles or opportunities that interested you?

Timings	Activity	Details	Resources
2 mins	Starter – what is this telling you?	In pairs: discuss what you think the picture is showing.	Slides 3
3 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>Move onto Q2</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</i></p>	Slide 4-5



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		<p>to think outside of the box. Eg. underdeveloped countries, people working in horrendous conditions for fast fashion brands etc. 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>	
5 mins	Describe – what does a music journalist do?	<p>Introduce the role of a Music Journalist</p> <ul style="list-style-type: none"> • Please handout worksheet 1, look at the first page only. • 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. 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</i> 	Slide 6



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		<p><i>evaluate an artist's work and its place in the culture.)</i></p> <ul style="list-style-type: none"> EXT: Ask students to feedback about skills needed to be a Music Journalist (<i>Writing/ Interest in music/ Research skills/ Verbal communication/ Time management</i>) 	
10 mins	<p>Understand - How journalists write a music review</p>	<p>Turn to the second page of worksheet 1 – don't look at page three as this has some answers for the students!</p> <p>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.</p> <p>In a group discussion: Discuss and share ideas about things to consider when comparing and contrasting pieces in each category (slide 8). All contributions welcome.</p> <p>This could be done in several ways depending on the class – hands up/pick a person/write ideas on a mini whiteboard/discuss with the person next to you and feedback to the class focusing on box slide at a time. Students can write these in the boxes on their worksheet too, if they want to.</p> <p>Once they've fed back, move onto slide 8 and turn to page 3 of worksheet 1 which gives some answers or suggestions of things to think about. Extrapolate on these if necessary.</p>	Slide 7-8
<p>30 mins</p> <p>Task 1 – 17.5 mins</p> <p>Task 2 – 5 mins</p> <p>Task 3 – 7.5 minutes</p>	<p>Apply - Write top tips for writing a protest song!</p>	<p>Onto the task! This is broken up into three sections.</p> <ul style="list-style-type: none"> Talk the students through the first task. For task 1 (worksheet 1, pages 4-5) – get students to listen and write down at least one thing in each column for each song. Play each song twice, leaving 1 minute in between. (This should be finished around 17.5 mins into this 30 minute slot). Move onto slide 12 and page 6 of worksheet 1. Task 2 – In pairs, get students to reflect on why the artists may have made these artistic 	Slide 9-12



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		<p>choices – what is the aim of the song? Did they make these choices for a purpose?</p> <ul style="list-style-type: none"> Task 3 or EXT – worksheet 1, page 7 (if things take longer than expected) – Get students to then fill in the compare and contrast table with things they've heard and then get them to write the bullet points up into top tips for Sahra on how to write a protest song! 	
8 mins	<p>Analyse - What other jobs or skills are relevant for this challenge?</p>	<p>Now you've written your top tips, return to "The Challenge - Using the compare and contrast method, help Sahra write some top tips on how to write a protest song. Who else could Sahra collaborate with to complete her task?</p> <p>Give students the selection of job roles and descriptions.</p> <p>Focus is on how students justify inclusion of job role. For those that could be involved students need to say how they would be involved and why knowledge of music advertising is useful.</p> <p>Teacher uses the accompanying slides to describe the different roles to the whole class. Have a class discussion to think about how they would interact together</p>	Slide 13-18
2 mins	<p>Reflect - were there opportunities or roles that interested you?</p>	<p>Students should reflect on these questions individually and make a note of their answers.</p>	Slide 16

