

# Y9 Music - 60 minutes

## Lesson plan

**Curriculum Link:** Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.

**Learning Objective:** To explore job roles linked to ways in which Musicians can create work that can influence and bring about change within a community as part of the KS3 Music curriculum.

**Learning Outcomes:**

- To understand what a Music Advertiser does
- To understand ways in which Music can be used as a marketing tool
- To understand a musical brief and interpret this effectively

**Success Criteria:**

1. **Describe** – What does a music advertiser do?
2. **Understand** – How do musicians interpret a brief?
3. **Apply** – Compose a 30 second song for the England Women's Football Team
4. **Analyse** – What other jobs or skills are relevant to this challenge?
5. **Reflect** – Were there opportunities or roles that interested you?

Timings	Activity	Details	Resources
3 mins	<b>Starter</b> – What is this telling you?	In pairs: discuss what you think this pie chart is showing? Once discussions are over, go to slide 4 and explain what they are looking at – see if anyone got it right!	Slide 3-4
5 mins	<b>Introduction</b> – What's the problem?	Facilitator to ask a student to read out the statement on the board. Ask pairs to discuss why they think this is a problem.  <i>(Female composers and musicians are consistently underrepresented in concerts and consistently underrepresented in other areas of daily life (eg. gender pay gap, job opportunities, Women's sport etc) This paper and quote show just how much of a problem female representation in music really is even in 2021.)</i>	Slides 5-6



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		<p>Get feedback, all answers welcome.</p> <p><b>The Challenge</b>          “I work for the Women's National Football Team. Women’s football has less visibility as a sport even though it’s top level. I want to raise awareness of Women’s Football through music. In Men’s sport, there are notable songs and instrumental pieces that the public recognise instantly”</p> <p>So, who 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 Advertiser.</p>	
2 mins	<b>Describe</b> – what does a Music Advertiser do?	<p>Introduce the role of a Music Advertiser and <b>please turn to page 1 of the worksheet.</b></p> <ul style="list-style-type: none"> <li>• Get students to discuss as a group what they think Music advertising is.  <i>(Music Advertising is about creating audio content to communicate messages (whether that be raising the profile, giving information about a product etc) using a combination of musical hooks, instruments and sometimes lyrics. Music advertisers use certain musical elements (eg. melody, lyrics, rhythm, repetition) to meet the brief set out and ensure public recognition to achieve the advert/jingle’s aim.</i></li> <li>• Ask students to feedback about the types of things music advertisers can create: <i>product advertising (eg. shampoo, toothbrushes, clothes etc), restaurant advertising (mcdonalds, justeat etc), company advertising (warnerbros etc, Film/TV theme tunes (Harry Potter, Star Wars), Sports themes etc.</i></li> </ul>	Slide 7
7 mins	<b>Understand</b> - How do musicians interpret a brief?	<p><b>3 minutes - Students – in group discussion</b> consider what musicians might have to consider when interpreting an audio or written brief.  <i>(Length of piece, aim of the piece (eg. raising the profile of women’s football, audio examples given)</i></p>	Slides 8-9



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		<p>What musical elements would they need to consider? (Eg. melody, tonality, rhythm, harmony – based on the audio brief)</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. There are pointers within the facilitator notes on the slide to help.</p> <p><b>4 minutes</b> - Once this is done move onto the next slide and explain the task – you might want to explain elements on the right-hand side of the slide to give them ideas. Then play the embedded <a href="#">YouTube video</a> through once and get them to feedback to the class.</p>	
30 mins	<p><b>Apply -</b> Compose a 30 second song for the England Women's Football Team</p>	<p><b>Please turn to page 3 in the worksheet.</b> Teacher to re-iterate the task at hand before moving onto slide 11 'the brief' so students are aware what they're being asked to complete later on once they've heard the brief.</p> <p>Slide 11 is 'the brief' that students have to interpret and work with for their composition later on. Play each video in turn. <a href="#">Match of the Day</a>, <a href="#">Wimbledon</a> and <a href="#">Chariots of Fire</a>. Please play 30 seconds of match of the day and Wimbledon, and 2 minutes of chariots of fire.</p> <p>Students are to use these pieces as stimulus, in addition to three lions to then go and create their jingle. The discussions earlier, regarding interpreting a brief and the elements they need to consider should help them here to structure their jingle and understand how to create one.</p> <p>Slide 12 – The task! <b>Students in pairs</b> are to create a written plan of their piece, explaining why the elements they've chosen are useful. Once this is written, they then move onto creating their jingle.</p>	Slides 10-12
8 mins	<p><b>Analyse -</b> What other jobs or skills are</p>	<p><b>Please turn to pages 4 -6, of the worksheet.</b> Now that the jingle has been created, return to the challenge "Help Kim create a 30 second jingle or</p>	Slides 13-15



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	relevant for this challenge?	<p><i>memorable instrumental piece of music that the public would recognise as a Women's Football song. Listen to the brief given and interpret."</i> Who else could Kim 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.</p> <p>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>	
2 mins	<b>Reflect</b> - were there opportunities or roles that interested you?	Students should reflect on these questions individually and make a note of their answers.	Slide 16

