

## **Lesson Plan 8 A**

**Class:** Aislings 1

**Level:** 1<sup>st</sup> year

**Subject:** Music

**Date:** 22/12/2020

**Time:** 09:05-09:45

**Duration of lesson:** 40 minutes

**Topic:** Watch the video of Band Aid's Christmas release, 'Do they know it's Christmas' in 1984. Examine the lyrics of the song. Brainstorm and discuss the issues that arise in the video.

### **Learning Outcomes:**

1. Illustrate the structure of a piece of music through a physical or visual representation.
2. Discuss the characteristics and defining features of contrasting styles of music represented in the local school or community.
3. Read, interpret and play from symbolic representations of sounds.

### **Learning Intentions:**

#### Students will:

1. Investigate the lyrics of a song in order to decipher an appropriate meaning and tone from the words.
2. Work in pairs to create their own graphic score to represent the lyrics of this song.
3. Brainstorm via a number of games that act as an entry to the theme of the class.

**Success criteria:**

- Students will have gained some knowledge around the area of global justice and development education in music.
- Students will have analysed the lyrics of a song in order to decipher possible meanings.
- Students will have created their own graphic scores in order to represent the lyrics in their own way.

**Planning for:**

**Literacy:**

- **Vocabulary development:** Students will be made aware of new words and words associated with global development education. Students will be exposed to words such as fair trade, food security, stereotypes and interdependence. Students will learn the meaning of these words as we define them in class on the student's own devices. Students will put these words into practice as they create their own graphic scores to the Band Aid Christmas song.
- **Reading skills:** Students will analyse the lyrics of the Band Aid Christmas song firstly, to decipher the meaning of the song. Students will read the lyrics for meaning. Students will read the various words I will put on flashcards and show to the class in order for students to decide whether they are familiar, somewhat familiar or unaware of the meaning of each word.
- **Comprehension strategies and skills:** Students will develop their comprehension skills as they read the lyrics of the song in order to decipher its meaning. Students will comprehend the meaning and placement of the words in order to decide on a coherent meaning for the song. Students will read my flashcards in order to comprehend each word and to voice their knowledge of the word. Students will comprehend their own chosen word in order to give focus to their graphic score that they will create for the Band Aid song.

### **Numeracy:**

- **Computation:** Students will calculate how old the Band Aid song is by looking at what year the song was released. Students will count the number of sections in the song in order to categorise the song and its lyrics into verse, chorus, pre-chorus etc. Students will count the list of words I will give the students and pick one as a theme for their own graphic scores.

- **Data Interpretation:** Students will interpret the words that I will place on the flashcards in order to pick the word of their choice and interpret it in the correct way by representing its meaning on their own graphic scores. Students will interpret the data they collect from the lyrics themselves to allow them to create a coherent and true representation of the song on their graphic score.

### **Differentiation:**

- **Content:** The content will be placed on OneNote after this lesson, on our class notebook for students to access at home in order to review any issue they feel necessary in their own time. The content will be broken down into small chunks as there will be a mixture of activities and resources used to vary the lesson content such as listening exercises, brainstorming and pair work. The content will be building on the previous knowledge the students have of graphic scores. The theme of global development education will be introduced in a slow manner as this is the students' first entry point to this theme in music class.

- **Process:** The process of delivering the content will be done at a relatively slow pace due to the difficult nature of creating a graphic scores and this still remains a new topic to the students, along with the new topic of global justice. Students can ask questions throughout the class and there will be a mixture of higher and lower order questions asked throughout the class in order to challenge and develop the potential of the students.

- **Outcome:** All students will have become more familiar with graphic scores. All students will have created their own graphic score of the Band Aid Christmas song, using one of the key words I will have shown the students at the beginning of the class to act as an anchor for their score.

**Creating and exploring:** Students will be exploring the lyrics of the Band Aid song. Students will be creating their own graphic score to accompany the lyrics of the song. Students will represent the melody and lyrics under a universal theme of their choice.

**Participating and music making:** Students will participate by each contributing to the brainstorming game at the beginning of the class. Students will make music by drawing up their own graphic score to represent the Band Aid song. Students will participate by showing their traffic lights in order to state their knowledge of the various words I produce on my flashcards.

**Appraising and responding:** I will be appraising the students' work by questioning them as I go through the class, asking them at various time, a mixture of higher and lower order questions by asking them to identify the key elements of graphic scores that we learned in the last lesson. I will be asking students to represent the sounds and lyrics they hear in the song on their graphic score. I will walk around the classroom to help students if they need it. I will be assessing student's prior knowledge of the subject of global development topics by showing flashcards that have different terms written on them such as stereotypes, fair trade, interdependence and food security.

**Aids and Resources:** I will be using a mixture of resources and aids such as PowerPoint presentations, audio clips, videos, the piano and more images of completed graphic scores in order to refresh the student' memory. I will use the whiteboard to write the lesson intentions. I will use these resources in order to assess student learning as well as to assign homework.

### Section one: Introduction

<b>Time:</b>	<b>Content:</b>	<b>Methodologies and Activities:</b>
5 minutes	<ul style="list-style-type: none"> <li>- Welcome and settle the class.</li> <li>- Call the roll.</li> <li>- Write the lesson intentions on the whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>- I will begin the class by welcoming the students and settling the students down quickly after they have sanitised their desks.</li> <li>- I will call the roll for this class and note this on my software.</li> <li>- I will write the learning intentions for today's class on the whiteboard which</li> </ul>

		<p>will be 'listen to Band Aid', brainstorm ideas' and 'create a graphic score'. I will explain these learning intentions to the students and answer any questions they may have.</p>
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**Section two: Developments:**

<p>Development 1 15 minutes</p>	<ul style="list-style-type: none"> <li>- Play a game of 'word ping pong' as a brainstorm into the topic of the lesson.</li> <li>- Define any words we come across that the students do not know.</li> <li>- Listen to the lyrics of Band Aid's Christmas song, 'Do they Know its Christmas'.</li> </ul> <p><a href="https://www.youtube.com/watch?v=j3fSknbR7Y4&amp;list=RDj3fSknbR7Y4&amp;start_radio=1">https://www.youtube.com/watch?v=j3fSknbR7Y4&amp;list=RDj3fSknbR7Y4&amp;start_radio=1</a></p>	<ul style="list-style-type: none"> <li>- As a brainstorming activity into this new topic, I will ask the students to stand up behind their chairs. I will produce a variety of flashcards with different terms on it such as 'stereotypes', 'racism', 'food security', 'fair trade' and 'climate justice'. I will ask a student to tell me what the term means to them, if they do not know, they pass it to the next person. I will ask the student to pick a new student each time to define the word or hazard a guess as to its meaning. Students will metaphorically, through the words around the room to act as a discussion and entry into the topic.</li> <li>- As new words crop up, I will define them and write them on the whiteboard.</li> <li>- I will ask the students to sit down again, this time we will listen to Band Aid's song. I will ask the students to complete some directed listening and ask them to listen out for words to do</li> </ul>
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		<p>with the terms that we have seen on my flashcards during our brainstorm.</p> <ul style="list-style-type: none"> <li>- After we have listened to the song, I will ask students to contribute. I will project the lyrics of the song onto the whiteboard and begin by asking the students to calculate how old the song is. I will ask a number of students to contribute and offer where they feel any of the terms we saw at the beginning of the class relate to which lyrics. I will circle the answers.</li> </ul>
<p>Development 2 15 minutes</p>	<ul style="list-style-type: none"> <li>- Review the key aspects of a graphic score and note this on the whiteboard.</li> <li>- Pair the students up and ask them to complete a graphic score that will represent the Band Aid song.</li> </ul>	<ul style="list-style-type: none"> <li>- In order to refresh the minds of the students, we will create success criteria in order to create a great graphic score. As a class, we will compile the key aspects of a graphic score, and I will note these on the whiteboard.</li> <li>- I will pair students together so that they can create a graphic score together in order to represent the lyrics of the Band Aid song. I will ask each pair to take one term that was on my flashcards that we defined earlier in class and choose that as their theme to the graphic score. For example, if a group picks food security. The theme of their score will be food and water and they will represent this in their score by focusing on the lyrics such as ‘Where nothing ever grows, no rain nor rivers flow’.</li> </ul>

		- I will walk around the classroom to help any student who requires it.
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**Section three: Summary/Recapitulation**

Summary 5 minutes	<ul style="list-style-type: none"> <li>- Summarise the information we learned today.</li> <li>- Answer questions students may have about the new topic today.</li> <li>- Explain and assign the homework.</li> </ul>	<ul style="list-style-type: none"> <li>- I will assign the homework to the students. I will write their homework on the whiteboard and instruct them to write it into their homework journals. I will explain that students must find three songs that its lyrics touches on the topics we have covered today in class.</li> <li>- I will answer any questions the students may have about the homework or the work we did in class today.</li> <li>- As a review of our class, I will ask each student to contribute one point that they remember and learned from today's class.</li> </ul>
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**Homework:** Students will choose three songs that contain lyrics that reference any topic or term that was brought up during todays class. Students will have to search and analyse the lyrics of three songs in order to identify the theme that runs across the song, using one of the heading or terms that we looked at during today's lesson.

**Post lesson implementation reflection:**

- **What went well?** The students enjoyed the flashcard, word ping pong game. The students enjoyed interacting with each other by calling on one another to take the next term and explain it. Students also enjoyed collaborating with each other in order to create a graphic score under one theme. The students enjoyed the analysis of the Christmas song and learned about its history.

- **Why it went well?** This class respond well to and enjoy when I play a game of flashcards with them, asking them to stand up behind their seats as it changes and varies the lesson for them. This class were not aware of the history of the Band Aid song therefore, it was enjoyed seeing the penny drop with these students as they learned something new about a favourite song of theirs. This class and topic forced the students to think differently and to think from a different perspective which was something I wanted to achieve in this class.

- **What did not go well?** Similar to my English class, initially, the students found it a little strange as to why I was speaking about topics such as food security and interdependence. Students found that this topic should have solely learned in subjects such as religion and CSPE rather than in the music class.

- **In future, what will I change?** In future, this is a point that I must try and develop in my students. I do not want my students to think that this topic is specific to certain subjects in their curriculum such as CSPE. I want to teach students that this topic can be spoken in a number of different contexts and in every walk of life. I would like to teach students that this topic not only affects the stereotypical version of 'poor countries' but every country and every person in the world. This topic should not be learned and developed in only one subject or only on one day in the school year but should be integrated into every way of life.