



just like us

EMPOWERING LGBT+ YOUNG PEOPLE

Rise Like a Phoenix

Session summary		Pupil context
Pupils will listen to Rise Like a Phoenix and explain and discuss their understanding of the lyrics. Working in groups, pupils will prepare and perform the song showing understanding through intonation, tone and volume so that the meaning is clear to an audience		KS2 Pupils who have experience of performing poetry.
Session aims	Resources needed	Link to English curriculum
Pupils will: Identify and discuss themes. Draw inferences such as inferring feelings, thoughts and motives and justifying inferences with evidence.	<ul style="list-style-type: none">▶ YouTube clips▶ Presentation▶ Flipchart paper and pens▶ Individual whiteboards▶ Strips of paper	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
Listen to and appraise music.	I have listened to a range of music and can respond by discussing my thoughts and feelings.	Listen and respond to their own and others' music-making, thinking about, talking about and discussing a variety of characteristics within music.
Preparation ahead of the session		
<ul style="list-style-type: none">▶ You may need to let pupils know about School Diversity Week: you can find explainer slides in our resource library.▶ Pupils may benefit from a discussion into pronouns prior to the session.		

Timing	Activity	Suggestions for differentiation
0-5	<p>Word wave</p> <p>▸ Listen to the instrumental version of Rise Like a Phoenix: www.youtube.com/watch?v=VQnHzz-6TjI.</p> <p>Important - do not share the name of the song, video or artist at this point in the session.</p> <p>Ask pupils to close their eyes and listen to the music, ask them to think of three words that the music brings to mind. Ask the pupils to write these words on their individual whiteboards. As the music continues, countdown from three and ask pupils to share their words by holding up their whiteboards. Share the pupils' responses by reading out some of the powerful words you can see. When the music stops, explain that the class is going to create a 'word wave' of their words. Stand in front of the class with your hand stretched out, explain to the pupils that as you move your hand in front of them you would like them to say their three words aloud.</p>	
5-10	<p>How does the music make you feel?</p> <p>▸ As the music plays quietly in the background, ask pupils to think-pair-share inquiry-based questions:</p> <ul style="list-style-type: none"> ▪ What do you notice? ▪ How did the music make you feel? Why? ▪ What did you think about as you listened to the music? ▪ What instruments can you hear and which ones stand out? 	
10-13	<p>Rise like a phoenix</p> <p>▸ Reveal to the pupils that the title of the song is 'Rise Like a Phoenix'.</p> <p>▸ Ask: Does anyone know what a phoenix is?</p> <p>▸ Take responses drawing on pupil's wider knowledge.</p> <p>▸ Show Resource 1, an image of a phoenix, and explain to the pupils that the phoenix is a legendary bird from mythology. It was said to have red and gold feathers, healing tears and a beautiful voice. The story of the phoenix was famous throughout history, the story tells us that when the phoenix grows old, it builds a nest of wood and spices. It then sets the nest on fire and is consumed by the flames.</p>	

	<p>From the ashes of the fire, a new phoenix is born. In the past, the phoenix represented death and rebirth. Nowadays, a phoenix represents overcoming barriers. To rise like a phoenix from the ashes means to emerge from a catastrophe stronger, smarter and more powerful.</p> <p>▸ Now that you know the title of the music is 'Rise Like a Phoenix', ask: what do you think the song is about? Can you think of a story that might go with this music? Ask pupils to share their stories with their partners/class.</p>	
13-15	<p>What can you hear in the lyrics?</p> <p>▸ Now play the non-instrumental version but do not show the video or any images. As the pupils listen to the music, ask pupils to write down key words or phrases from the lyrics on their individual whiteboards. Take pupil responses and share these by writing them on flipchart paper.</p>	https://www.youtube.com/watch?v=8fvLtTRzdHw
15-20	<p>Meet Conchita</p> <p>▸ Show image of Conchita Wurst. Say: Thomas Neuwirth is an Austrian singer, recording artist, and drag queen who is known for his stage persona of Conchita Wurst. Conchita came to international attention after winning the Eurovision song contest in 2014. Neuwirth is a gay man, using he/him pronouns when referring to himself, and describes himself as a drag queen, using she/her pronouns to describe his Conchita Wurst character.</p> <p>▸ Play the video of Conchita Wurst singing 'Rise Like a Phoenix'. Ask: What do you notice?</p> <p>▸ When exploring the video, encourage an open and safe space and help pupils with pronouns.</p>	<p>Definition of a drag queen: A drag queen is a person, usually but not always male, who uses clothing and makeup to imitate and often exaggerate "feminine" traits for entertainment purposes.</p>
20-25	<p>The chorus</p> <p>▸ Display the chorus lyrics: <i>Rise like a phoenix</i> <i>Out of the ashes seeking, rather than vengeance</i> <i>Retribution, you were warned</i> <i>Once I'm transformed</i> <i>Once I'm reborn</i> <i>I rise up to the sky</i> <i>You threw me down but</i> <i>I'm gonna fly</i></p> <p>▸ Think-pair-share:</p> <ul style="list-style-type: none"> • What do you think the lyrics refer to? • What is the meaning of the song? 	<p>Explore the meaning of any words the pupils may not understand.</p> <p>Vengeance – injury or damage done to a person in return for injury or damage inflicted by him or her</p> <p>Retribution – synonym of vengeance.</p> <p>Transformed - to change the form, look, or shape of.</p>

	<ul style="list-style-type: none"> • What do you think is the story behind the lyrics? • Who should listen to this song? 	
25-45	<p>Prepare a performance</p> <p>▸ Split the class into teams and ask them to prepare a short performance of the lyrics. Ideas could include, all read together, taking turns to read each line, read a word each etc. Encourage the pupils to use feelings and expression and to add movement and gestures.</p> <p>▸ As the pupils are working in their teams, circulate the room reminding the pupils to use intonation, different volumes and to vary pace.</p> <p>▸ Ask groups to perform their prepared piece to the class. You can ask others to review performance using sentence stems:</p> <ul style="list-style-type: none"> ▪ I like how you.... ▪ I liked the performance because... ▪ I liked it when.... ▪ Next time, they could... 	<p>You could provide the groups with a print out of the lyrics and scissors so they can cut up the lyrics and divide physically between the group or to annotate.</p>
45-50	<p>What does the song mean?</p> <p>▸ Ask: can you personally relate to the song?</p> <p>▸ Ask pupils to think of a time when they experienced a difficult time in their life e.g. others being unkind to them. How did they overcome the situation? How did they rise like a phoenix?</p> <p>▸ Ask: What barriers do you think Thomas overcame?</p> <p>▸ Ask: How do you think Thomas overcome these barriers?</p> <p>▸ Ask: What message do you think he is trying to convey through this song?</p> <p>▸ Display key questions: Why do you think Conchita has become an icon of diversity?</p> <p>▸ Think-pair-share ideas.</p> <p>▸ Say: When Conchita won the Eurovision Song Contest with this song she stated “I dream of a world where we don’t have to talk about unnecessary things like sexuality, who you love,” she said. “I felt like tonight Europe showed that we are a community of respect and tolerance.”</p>	
50-60	<p>Word cloud</p> <p>Pulling together all the learning from the session, create a class word cloud by asking pupils to design words or</p>	<p>You can input pupils’ words or phrases into a word cloud generator online.</p>

	<p>phrases on strips of paper. Compile and curate these to create a word cloud to display in the classroom.</p>	
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