



just like us

EMPOWERING LGBT+ YOUNG PEOPLE

Write the Next Diversity Anthem

Session summary		Pupil context
<p>In this lesson, pupils learn about writing a four-chord pop song. In groups they start to plan chords for their own diversity anthem. They'll plan the overall structure, and the themes for the lyrics. At the end of the lesson, set homework for groups to finish their lyrics and melodies, to bring back for rehearsal next lesson.</p>		<p>Suitable for KS3 pupils. A good proportion of the pupils should be able to follow a simple chord pattern on a piano or guitar, although it's not necessary for the whole class.</p>
Session aims	Resources needed	Link to English curriculum
<ul style="list-style-type: none"> ▸ Understand how a four-chord pop song is composed, considering harmony, melody, rhythm and themes ▸ Celebrate diversity in your school community 	<ul style="list-style-type: none"> ▸ Presentation ▸ Instruments (e.g. guitars, keyboard, piano, drums, xylophone) ▸ Chord sequences (in presentation) ▸ Born This Way structure ▸ I'm Coming Out structure 	<p>"Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions"</p>
Link to Welsh curriculum	Link to Scottish curriculum	Link to NI curriculum
<p>"Pupils should be given opportunities to improvise, compose and arrange music"</p>	<p>"I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure"</p>	<p>"Compose music which expresses their own personal responses to themes and issues"</p>
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. ▸ Our intro slides contain information explaining the acronym LGBT+ 		

Timing	Activity	Suggestions for differentiation
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0-10	A good pop song <ul style="list-style-type: none"> ▸ What makes a pop good song? Spider diagram ideas in a whole-class discussion. ▸ Introduce the project and the aims of the lesson. 	
10-15	Four simple chords <ul style="list-style-type: none"> ▸ Play The Axis of Awesome four chords video and ask pupils to count the number of songs. 	
15-25	Anthem structures <ul style="list-style-type: none"> ▸ Listen to the pop songs and ask pupils to follow along with a guided listening exercise. ▸ Ask pupils to discuss which part of the structures they felt worked the best, and how this could influence their diversity anthems. 	
25-45	The writing workshop <ul style="list-style-type: none"> ▸ Assign pupils to differentiated groups and ask them to get set up with their instruments. ▸ Their first task will be to choose the chords they would like to structure their song around and practise playing them as a group. They should experiment with different chord playing styles. ▸ They can also start thinking about what they would like the tempo and melody of their song to be. 	<p>Give pupils a suggested series of chords to use.</p> <p>Provide example lyrics which pupils can use as a placeholder, before replacing it with their own lyrics.</p>
45-55	Key messages <ul style="list-style-type: none"> ▸ Display a series of key messages on the board which pupils can choose from. ▸ Let the groups know they can carry on composing, but should leave the lesson with a clear idea as to what the key message of their song is going to be. They could even start thinking of chorus lyrics. 	
55-60	Review <ul style="list-style-type: none"> ▸ Each group shares the key message and anything else they have planned about their song. ▸ Set homework: all groups to finish lyrics and structure, for rehearsal next lesson. 	