

Music and Me

Upper KS2, Year 6

Unit Overview

The vision

Music and Me is the first in a series of units focusing on inspirational women working in music, part of Brighter Sound's pioneering gender equality initiative Both Sides Now.

The Charanga/Brighter Sound partnership has given us the opportunity to look into how women are underrepresented in the music industry.

Our society has always and still does perpetuate gender-specific roles. The world is gradually changing, and although we are becoming more aware of gender issues and the role of women, we need to educate ourselves and raise our awareness of the issues in this changing society. As teachers/educators we should be leading the way because we encounter children and young people of all genders and they should be comfortable to express themselves in any way.

Positive role models are a must in today's society. It should be normal to see and hear inspirational women creating and performing music and expressing their thoughts, feelings and emotions. The importance of strong female role models (especially non-stereotypical role models ie not only women singers, but women drummers and producers) within music for girls and young women is enormous: to improve confidence and self-efficacy by showing them that women can and do thrive in all areas of the music industry.

"One is not born but one becomes a woman" (Simone de Beauvoir 9 January 1908 – 14 April 1986). Simone was a French writer, intellectual, philosopher, political activist, feminist and social theorist.

"We should be raising our children as human beings" (Munroe Bergdorf 11 September 1987). Munroe was the first UK transgender model.

The Unit of Work

This is the first in a series of units that will be focusing on inspirational women in the music industry. **How can we embed and normalise the important and inspirational role women in the music industry have in children's learning?**

After meeting and interviewing the many female artists that are involved in the Charanga/ Brighter Sound partnership, it is clear that music has been and remains a

catalyst in the development of who they are, both musically and culturally - their identity. There are recurring themes the artists discussed during their video interviews. These themes have become apparent in the artists' minds over time and through making music. In this Unit of Work, you will explore some of the themes as part of supporting and enabling children and young people (of all genders) to begin to discover and understand who they are - their identity.

The themes are highlighted in the videos that you will watch as part of the Unit of Work and they are built into the step-by-step lesson plans. They can be discussed and used within the childrens' compositions if appropriate.

These recurring themes became apparent for each artist through making music:

- Be true to yourself
- Confidence
- Self-belief
- Mentoring
- Gender imbalance
- Honesty
- Curiosity
- Identity and gender identity
- Your voice is as important as theirs
- Imposter syndrome
- Role models
- Safe spaces
- Awareness
- Apologising unnecessarily
- Inspiring/inspirational

Music and our Identity/Music and Me

So, music can help us to discover and create our own identity as we are growing up.

Music can:

- Help us to discover things within ourselves
- Help us form a vision of who we are as children/young people and who we will become in the world

Through music we can develop our:

- Positive self-identity
- Confidence
- Motivation
- A sense of belonging
- Creative skills
- Social and emotional skills
- Well-being

- Individual self-expression
- Part within a global collective

What is this Unit of Work about?

A video introduction has been created for the children. Here is the script.

This unit is about exploring our identity. Our identity is all the different things that make us who we are. Each one of us is completely unique with our own experiences, feelings, family background and dreams. Music is a brilliant way of exploring and expressing our identity. It gives us confidence, power and purpose.

Our gender is also a really important part of our identity: this unit focuses on women. For different reasons, there have not been enough women working in the music industry. This is completely unjust and meant that lots of women weren't given a fair chance. People all around the world have been working really hard to change this and we are starting to see the results. We've been working with four talented female musicians who are exploring their own musical and cultural identity. You will hear how they got to where they are and see how you could do the same. You can be part of the change. How exciting.

We will invite you to try out some different ways of making your own music and to explore some of the most inspirational and influential women in music from the last one hundred years.

Don't worry if you have never created your own music before, just enjoy the experience and have fun.

The Inspirational Women's Timeline

We have created a timeline that represents women in music from the past 100 years.

Explore the timeline but remember that ours is only a suggestion! There are many more women that could have been added. We have thought about successful and inspirational women and those that have changed the course of musical history.

Musical and Cultural Identity

The four female artists that were interviewed for this **Unit of Work - Music and Me** are listed below.

Each artist expresses themselves through **music** and each artist has a different **cultural** background but lives in the UK.

- **Shiva Feshareki** - A turntablist who works with orchestras; she DJs and

composes. She is British of Iranian descent.

- **Eska** - Eska Mtungwazi, known professionally as Eska, is a London-born British singer-songwriter and multi-instrumentalist.
- **Afrodeutsche** - A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.
- **Anna Meredith** - A British composer and performer of electronic and acoustic music.

How this Unit of Work is organised

This is a six-week Unit of Work created to **embed and normalise the important and inspirational role women have in the music industry**. The children will learn about and understand some of the ways that inspirational women in the music industry express their own identity in the music they create and perform. Children will then create their own music, inspired by their own identity and the four featured artists.

The introductory video explains: *“We will invite you to try out some different ways of making your own music and to explore some of the most inspirational and influential women in music from the last one hundred years. Don’t worry if you have never created your own music before, just enjoy the experience and have fun.”*

Children will explore the themes that emerge from listening to the interviews and focus on music and identity ‘Music and Me’; and in groups, create their own music.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **Upper KS2, Year 6/Ages 10-11** and is supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step-by-step planning that accompanies the on-screen resources.

The unit structure

1. **Listen and Appraise** - over the six steps/weeks you will listen to a selection of music from the four featured artists
 - Anna Meredith - Something Helpful
 - Shiva Feshareki - O and V-A-C Moscow
 - Eska - Heroes & Villains and Shades Of Blue
 - Afrodeutsche - And! and The Middle Middle
 - Option to listen to artists from the Inspirational Women timeline

2. **About the Artists - Inspirational Women in the Music Industry**

Over the six steps/weeks, you will watch some or all of the videos and discuss together the key words and themes (see 'Guide to Writing Your Own Music') that arise. Use this in preparation for the '**Create**' section of the unit.

See the document '**Supporting Questions for Artists' Videos**' where there are questions you might choose to use in order to focus the childrens' listening.

Step 1 Getting to know the artists, a video that introduces Anna, Shiva, Eska and Afrodeutsche.

Step 2 Anna Meredith

Video 1 Music and Anna - Who is Anna?

Video 2 Music and Anna - Anna the Composer

Video 3 Music and Anna - Anna's Music

Video 4 Music and Anna - Anna's Way Into Writing Music

Step 3 Shiva Feshareki

Video 1 Music and Shiva - Who is Shiva?

Video 2 Music and Shiva - Confidence and Believing in Yourself

Video 3 Music and Shiva - Shiva's Work and her Role Models

Step 4 Eska

Video 1 Music and Eska - Who is Eska?

Video 2 Music and Eska - My Purpose in the World

Step 5 Afrodeutsche

Video 1 Music and Afrodeutsche - Who is Afrodeutsche?

Video 2 Music and Afrodeutsche - Music is Powerful

Step 6 Advice from the Artists

3. **Create** - in groups, the children will create their own music over the six steps/weeks.

The options:

1. There are three different beats to choose from. When you have chosen one, create your own lyrics, raps, melodies over that beat.
 - Create and practise your melodies in the Music Explorer Composition Tool
 - Create your own lyrics and put it all together over your chosen beat
2. Quickbeats - create your own beats and rap over them; use the video tutorials provided for support.

Documents/videos to support 'Create':

- Create - A Guide to Writing Your Own Music
 - Quick Guide to Lyric Writing
 - Video tutorial - Writing Raps - Alphabet Trick
 - Video tutorial - Writing Raps - Rhyme Guide
 - Video tutorial - A Guide to Quickbeats
4. **Perform, Share and Present** - perform and share your learning as you progress through the Unit of Work. Work towards a performance at the end of the 6 steps/weeks, where you can showcase everything that has taken place and all the children can perform.

How will the children in my class access the resources to write their own music?

We have created a Yumu Package for this Unit of Work. On the unit homepage, you will find a description of how the children in your class can access this and use it in their groups.

What you will need for this Unit of Work

The children will be creating their own music so each group will need either an iPad, a laptop or a computer.

There is an option to use instruments - classroom or band.

Think about what you will use to record their performances.