

Grade: 5/6

Term: 2

Duration: 11 weeks

The money of music

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| **About this class:**  Music is usually taught as a specialist area of curriculum. The teacher in this class has negotiated a shared interdisciplinary focus for this term. The students are loving “The Voice” as a television show, and often want to listen to music as they work in the classroom. Much of the time, the students in this class seem interested in popular culture, whilst the school and parents are keen to help them to be more critical in the ways they interact with forms of pop culture, such as music, television and social media. The teacher is keen to build on the first term unit "Choices, rights and responsibilities", which focussed on making excellent choices, in order to be the very best people that they can be. He would also like to include some thinking which links the students local actions to global systems.  The children in this class are very aware that they will head off to secondary school next year, and for no specific reason are identified as a "challenging class", especially when taught by a teacher other than theirs. Three children in this class are in a "gifted learners" group and one receives eight hours of integration support a week for his physical disability. For one day a week, a child doing "educational interchange" is in this class (He has Down Syndrome and usually attends a local special setting. He has siblings in a younger year level).  This class will be away for five days at Camp Kangaroobie (<http://www.kangaroobie.com/> ) during week 7. Wherever possible, the Camp organizers like to ensure that there is strong crossover between the curriculum at school and at camp. | |
| **Rationale:**  Music plays an important role within society because it is everywhere around the world, everyone listens to some form of it, it brings people together, it generates alot of money, it’s a way to communicate messages and it is a reliable source of income for millions of people. When students learn about and analyse music they develop an awareness of multiple things including popular culture, messages embedded within lyrics, cultural diversity, economics, history, geography and business and marketing. In a broad sense it is an overview of all things humanities and thus educates students about a vast variety of worldly topics in an enjoyable and relevant way to their interests. Students often listen to music in class and watch musical television shows thus they will be able to easily relate to the topic and after the unit will be able to analyse and understand the music industry on a much broader scale. This unit of work will be a continuation of the previous unit of work, ‘Choices, rights and responsibilities’, students will explore the vast variety of styles of music both within Australia and around the world and will develop, analyse and compare their personal preferences. They will do in depth research on how charts are constructed, how sales and records are categorised, how songs and musicians are marketed, why changes occur in the charts and the influence of popular culture. This is all essential knowledge in a world where music is increasingly accessible and where song lyrics are increasingly manipulated to appeal to specific audiences allowing any messages to be embedded within the student’s heads. The activities within this unit endeavour to make students critical thinkers when dealing with the media, technologically savvy in a fast approaching digital age and more capable in the skills of analysis and researching. Shaping lessons around the incorporation of popular songs which deal with global issues improves students communication ability, enhances their appreciation of other countries, raises social awareness of the world, reduces prejudice or fixed ideas toward people with different cultures, promotes mutual understanding and teaches the students to cope with or solve difficult problems (Sunao Shimizu, 1999). Thus this unit of work captures the student’s interest whilst educating them on many important issues, skills, and the freedom of independent thought. | |
| **Understandings:**   * Students identify the ways that music is marketed and represented as successful through charts * Students investigate a musician, their history, audience and measures of success (eg Top ten) * Students are able to identify the ways in which popular music has changed over time, and explain these trends * Students analyse key themes in popular music which reflect important issues in the world. * Students write a song which reflects their world perspectives and develop a marketing plan * Students recognise the ways that some music is globally popular and other music is popular within specific regions (eg Concert tours) * Students identify how to appeal to target audiences through lyrics, beats and video. * Students identify the difference between creating music for money and fame and creating music as a hobby ( no profit ). | |
| **Key Concepts:**   * Wants/needs * Trade/Consumption * Economy * Music/Technology * Popularity/Trend/ * Culture/Intercultural * Resources/Entreneurship | **Skills:**   * Data location * Data analysis * Prediction/Hypothesising/Speculating * Design of concept * Making comparisons * Music production * Persuasion/Debating |
| **Linked standards/Domains/Dimensions/Learning Focus:**   * Thinking about different types of music * Thinking about preferences for music * Beginning to think about collecting data to indicate common preferences, and generate informal chart * Music is represented as successful through charts * Popular music has changed over time, and explain these trends * Individuals are required to work effectively as part of a team. * They explore how personal values, perspectives and attitudes contribute to the development of content knowledge and understanding. * They identify the many contexts in which learning occurs both within school and beyond school. * Students begin to articulate the advantages of learning effectively with, and from, their peers. * They seek feedback from peers and consider the validity of the feedback they receive. * They are provided with opportunities to manage and monitor progress of some tasks independently * Students research an issue, or issues using a range of resources including electronic media. These could include current local, national and global issues; for example, natural disasters and human rights issues. They consider actual and possible actions by citizens and nations in response to the issue/s. * They learn about the processes of consumption, production and distribution in meeting needs and wants, and the role of consumers, workers and producers in the economy. * Students consider the nature and meaning of work and its relationship to other activities in people's lives, including leisure. * Students practise contesting ideas, debating and using evidence to form and express opinions on economic issues that interest and/or have an impact on themselves and on society, particularly their local community. * students explore environmental issues * They learn about and interpret their location relative to other places. * they develop an understanding of change and continuity over time * They investigate significant people and events in that country’s recent history * They learn about links between other countries and Australia. * They begin to question sources and make judgments about the viewpoints being expressed, the completeness of the evidence, and the values represented. * They learn to develop explanations in a range of forms such as timelines, oral presentations, posters, multimedia presentations, reports and narratives. * communicate effectively with peers and to respond appropriately when they are part of an audience * They reflect on the implicit messages received through body language and begin to understand that verbal and non-verbal messages do not always correspond. * Students experience a variety of aural, written and visual communication forms in both formal and informal settings * They compare and contrast differing interpretations and explore why they differ. * For formal presentations they begin to select appropriate forms for sharing knowledge and influencing others * Students begin to work in a collaborative global environment. They share their developing knowledge with their peers through email, and seek advice from others through frequently asked questions (FAQs), websites or by directly emailing experts. * students use recommended search engines and begin to refine search questions to locate information quickly on the Internet. * they make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them. * Their investigations include time for sustained discussion, deliberation and inquiry, with teachers providing appropriate tools and support in this process. Students develop strategies to find suitable sources of information and they learn to distinguish between fact and opinion. They develop an understanding of how our views are socially constructed and not always based on evidence. | |

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| **Stage of Learning in this Unit** | **Planned Learning Experiences** | **Resources** | **Links to VELS and Understandings** |
| **Tuning In**  ***Activities to engage students in the topic*** | **A world full of music**  Over a week, the students will listen to over 35 pieces of music, from a range of sources, eras and genres. They will take notes on what they like, and by the end of the week mark their top 5 choices across the songs. What do they like? What don't they like? (From preferences, make a basic chart). | * Recordings of songs on class ipods, pcs, mp3s (see Appendix 1) * Matrix to record responses and preferences   C:\Users\Deb\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\New Picture (2).bmp   * Polling charts for end of week to develop class top ten. | Thinking about different types of music  Thinking about preferences for music  Beginning to think about collecting data to indicate common preferences, and generate informal chart |
| **Preparing to find out**  ***Activities that give insight into what students already know and that prepare them for further investigations.*** | **Why are they top 10?**  Students will analyse and discuss the class top ten. Are there reasons as to why the top songs are top songs? Why are they top songs, what determines this? Have they heard these songs before? Are these artists/songs well known? Why are they? Do they have lots of songs? Are the songs part of a movie or advertisement? If so, does this contribute to its success? Are the songs current? Students discuss these questions and as a class investigate unanswered questions.  **Different preferences (different era?)**  As homework, students play the songs to one of their parents and get them to record their preferences and reasons for their choices (The same as what the students did the previous week in class). They also record the parent’s top 5 choices. In class, students create a top ten chart based on their parents responses and compare the differences between the parents chart and their own class chart. As a class students discuss possible reasons for these differences. | * Class top ten chart * Butchers paper to brainstorm class ideas and questions * Google, You tube ect and a smartboard. * Recordings of songs on class ipods, pcs, mp3s (see Appendix 1) * Matrix to record parent responses and preferences. * Butchers paper to brainstorm class ideas | Students begin to articulate the advantages of learning effectively with, and from, their peers.  communicate effectively with peers and to respond appropriately when they are part of an audience  students use recommended search engines and begin to refine search questions to locate information quickly on the Internet.   They compare and contrast differing interpretations and explore why they differ.  they develop an understanding of change and continuity over time |
| **Finding Out**  ***A shared experience from which students will gather new information about the topic.*** | **Measuring popularity-**  Students download current popular music chart. What statements can they make from the information included? Who are the artists? What type of people like them? Where are they from? What type of music is each song? How long have the songs been in the charts?  Students download chart from previous week. What has changed between weeks? Why have there been changes?  Teacher presents charts from 5/10/20 years ago. Students listen to music. How is music different? Are any of the artists still recording/ have songs on current charts? If so has their style of music changed or is it the same? Why?  **Understanding how charts are constructed:**  The Aria website provides information about how the charts are constructed. What makes a number one hit? What does it mean to have a number one hit? How many pieces of music are floating at any one time? What happens when a song goes out of the charts? Revisit the charts created at the beginning of the unit. (Jigsaw task. Students work in small groups to answer the questions. Come back to whole to discuss, identify gaps, etc)  <http://www.ariacharts.com.au/pages/charts_faqs.htm>  **Measuring success through sales of music**  As well as using Charts to measure success of music, there is a ranking system throughout the world, called the Music Recording Sales Certification. As a result of selling a number of copies of a song or album, artists are acknowledged through silver, gold, platinum and diamond record stati. Students read information about levels, and find songs which have achieved these stati, when. Are there more songs now making higher stati? Why? Why not? Have some songs been acknowledged at different times? Whole class activity to understand the data, and then have students look for information independently. They can use the organiser to list songs and hypothesise.  <http://en.wikipedia.org/wiki/Music_recording_sales_certification>  **Money of Music in Australia**  Students consider the attached articles to look at how much money is generated through music sales in Australia. They will note the different sources and years of this information. What do these figures mean? What questions can we ask about this information? How much is one song? One CD? What are some theories about how many people buy how many pieces of music? How do those figures compare to your own purchase histories?  <http://www.aria.com.au/documents/2011wholesalefigures.pdf>  <http://www.abs.gov.au/AUSSTATS/abs@.nsf/0/EE99DB30B117C4E5CA2576550013FE45?opendocument>  **Making sense of the music industry.**  Part one – Students partake in an excursion to the head office of Mushroom Music Publishing. An employee talks to the students about money generated through music, artists who are signed with them, how much money they make, how much the artist makes, talks about recording sales and artists who have achieved the rankings. They also talk about what they look for in an artist and guidelines as to how they decide whether they will sign an artist or not.  <http://www.mushroommusic.com.au/about>  Part two - Students go and talk to a busker, ‘George Kamikawa’, a blues guitarist, at Bourke street mall about his life and passion for music. Students work on their excursion worksheet upon reflection of this conversation.  <http://www.myspace.com/georgekamikawa>  Part Three - Students walk down Swan street and look at the Hisence Arena as well as Rod Laver arena and continue further to look at the Corner Hotel. At the Corner hotel the Music Coordinator, Ben Thompson, talks about the different musicians and artists that play here compared to the big arenas. He takes the students into the gig room and behind the stage and talks about up and coming artists, difference between eps and albums, ticket prices, different types of advertising and differences in money made when an artist plays here compared to the big venues up the street.  <http://cornerhotel.com/info/contacts/>  Throughout the day students complete their booklet and write numerous reflections. | * Collect a number of music charts from different places:   ARIA -[www.aria**charts**.com.au/](http://www.ariacharts.com.au/)  Take 40 - [www.take40.com/**music**/**music**-**charts**](http://www.take40.com/music/music-charts)  Billboard -[www.billboard.com/charts/hot-100](http://www.billboard.com/charts/hot-100)  ITunes - *www.apple.com›* [*Home*](http://www.google.com.au/url?url=http://www.apple.com/uk/&rct=j&sa=X&ei=wt34T5jAA5CciAeJs8HsBg&ved=0CIIBEOkFKAAwBw&q=Music+charts&usg=AFQjCNFjTuW3wEn78T1OlC2HGK4t-utiLw) *›* [*iTunes*](http://www.google.com.au/url?url=http://www.apple.com/uk/itunes/&rct=j&sa=X&ei=wt34T5jAA5CciAeJs8HsBg&ved=0CIMBEOkFKAEwBw&q=Music+charts&usg=AFQjCNF2Pi_G56ZfU9nYjQoy1WnoFH08Xg) *›* [*iTunes Store*](http://www.google.com.au/url?url=http://www.apple.com/uk/itunes/store/&rct=j&sa=X&ei=wt34T5jAA5CciAeJs8HsBg&ved=0CIQBEOkFKAIwBw&q=Music+charts&usg=AFQjCNF0rJdL7zjbaBKlyuWcY8N_9amsVQ) *›* [*Charts*](http://www.google.com.au/url?url=http://www.apple.com/euro/itunes/charts/&rct=j&sa=X&ei=wt34T5jAA5CciAeJs8HsBg&ved=0CIUBEOkFKAMwBw&q=Music+charts&usg=AFQjCNFP-4KKABRrbEBq-csZU5MMn8pYnQ)   * Class matrix to enter information from Jigsaw task * Access to charts again. With new information what does this mean? Add to previous organisers * InsertedImage.pngImages of silver, gold, platinum and diamond records. Exemplars of music. * Constructed worksheet to identify comprehension of materials. Series of questions asking students to reflect upon their own music purchases. * Excursion worksheet for students to fill out throughout the day (appendix 2) | Music is represented as successful through charts  Popular music has changed over time, and explain these trends  they develop an understanding of change and continuity over time  Music is represented as successful through charts  Students begin to work in a collaborative global environment. They share their developing knowledge with their peers through email, and seek advice from others through frequently asked questions (FAQs), websites or by directly emailing experts.  Music is identified and represented as successful through charts  Popular music has changed over time, and explain these trends  They learn about the processes of consumption, production and distribution in meeting needs and wants, and the role of consumers, workers and producers in the economy.  Students experience a variety of aural, written and visual communication forms in both formal and informal settings  They identify the many contexts in which learning occurs both within school and beyond school.  Students consider the nature and meaning of work and its relationship to other activities in people's lives, including leisure. |
| **Sorting Out**  ***Activities that help students process the information that they have gathered.*** | **Global music**  Students work in pairs and investigate the various styles of music played around the world. They choose a country (all pairs must have a different country) and find out what genres of music are played there, who are successful artists here, do these artists have music ranked on recording stati, are these artists ranked on the arias or their own countries ranking system, how much money is generated through music in these countries, compared to Australia, how much is one song? One CD? In this country, Is this music popular in Australia, has it ranked in Australia. Students present their information on small cue cards and place them inside a self constructed box that students will stick together to form a class cube of the different genres of music. Students will give a short speech about the information they researched and placed within these boxes. Students will mark on big world map where the various genres of music is played. Each genre of music will be a different colour.  Students can reflect on the locations of music and how music is different in different areas of the world.  <http://worldmusic.nationalgeographic.com/view/page.basic/home/en_US>  <http://top40-charts.com/>  <http://www.worldcharts.co.uk/>  <http://www.ariacharts.com.au/>  **Where have they gone or are they going?**  Students research where artists tour. They work independently and choose a band or artist from both of the columns on the instruction page. One column focuses on well known global artists and the other column focuses on a local up and coming artists. Students compare their concert locations, use of advertising, ticket prices, merchandise for sale as well as number of CDs sold and if they are ranked on any charts. Students create graphs on excel to represent this information. Students elaborate on their graphs, posing questions about reasons for the differences of similarities in the graphs based upon knowledge gained throughout the unit. Do high selling artists tour more often? Or less often but travel greater distances? Is there a link between high selling artists and distance covered? This task develops students understanding of the difference between global well known artists and up and coming artists and the ways in which they are marketed ect. | * Cube guideline (appendix 3) * World map to record what genres of music are played where.   worldblank_bw  <http://johomaps.com/world/worldblank_bw.html>   * Instruction page (appendix four) | They investigate significant people and events in that country’s recent history  They learn about links between other countries and Australia,  they make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them.  They learn about and interpret their location relative to other places.  They are provided with opportunities to manage and monitor progress of some tasks independently |
| **Going Further**  ***Activities that challenge and extend students’ understandings.*** | **Creating meaning from lyrics and film clips**  Students work in small groups and are given a popular song which reflects a world issue and they analyse it. They listen to the song, research the artist and their history, if they have created other music, where they come from and where else are they popular. They analyse the lyrics of the song and messages conveyed within the film clip. Do these messages influence their ranking on the charts, are they obvious? Are the messages within the song relevant to the era in which they were produced? Has the artist created other songs reflecting world issues?  Students create an informative poster about the issue within the song to educate their peers  **Communicating messages and issues through song at Camp Kangaroobie**  At Camp Kangaroobie the first day will be a workshop led by Bill Harley on how to write a song highlighting the importance of the chorus ect. Other workshops will include looking at film clips and how to effectively use your surroundings, create a dance ect to create an engaging clip. Another workshop will also show students how to find musical beats and educate them on how to apply their lyrics to them aswell as educating them on various instruments they could use as well.  <http://billharley.wordpress.com/2010/03/18/songwriting-with-kids-not-rocket-science/>  <http://ibeat.org/>  <http://footstepsdancecompany.com.au/>  The next three days of the camp will involve students working in the same small groups to develop a song and film clip. Students will be given a world issue and they need to research the issue, develop their own personal views on it and create a song that communicates how they feel about the issue. Students also need to develop a film clip using their surroundings and props provided. Students also need to develop a marketing plan, how are they going to advertise their song, where will they play, will they have posters, a facebook page or busk on the streets? Students develop a short term marketing approach and a long term marketing approach.  Whilst students are researching and creating their songs there will be stations that they rotate through including; dance, instruments, recording, filming ect.  On the last day of the camp students will present their songs and film clips to the class, peers will vote and again a class chart will be created.  Discussion will be made and focus around why the number one song was most popular? Was it because the issue they presented was current and relevant or was it because it was a catchy song or they had a good film clip? | * List of world issue songs (appendix five) * Informative poster guidelines (appendix six) * Bill Harley * Basic instruments, triangle, clap sticks, bongo drums ect. * List of world issues (appendix seven) * Apple Mac laptops and microphones to record the students songs. * Flip Cameras to record the students videos. * Voting form   WHO IS NUMBER ONE? WHY?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Students begin to articulate the advantages of learning effectively with, and from, their peers.  they make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them.  They learn to develop explanations in a range of forms such as timelines, oral presentations, posters, multimedia presentations, reports and narratives.  communicate effectively with peers and to respond appropriately when they are part of an audience  Students research an issue, or issues using a range of resources including electronic media. These could include current local, national and global issues; for example, natural disasters and human rights issues. They consider actual and possible actions by citizens and nations in response to the issue/s  students explore environmental issues  They identify the many contexts in which learning occurs both within school and beyond school.  They seek feedback from peers and consider the validity of the feedback they receive.  They reflect on the implicit messages received through body language and begin to understand that verbal and non-verbal messages do not always correspond.  Individuals are required to work effectively as part of a team. |
| **Making connections**  ***Activities that help students put it all together and draw some conclusions about what they have learnt.*** | **A world full of music take 2.**  Student’s listen to the songs from the tuning in activity and analyse the lyrics within them writing down the messages and ideas they think they convey. Students make assumptions about what the songs are about. They discuss reasons for any possible changes in their preferences. The class collaboratively discuss possible messages behind these songs and if these messages have influenced their popularity.  **Which side are you on?**  Students will take part in a debate, they will chose the affirmative or negative side and choose the prompt in which they want to respond to. They will draw upon their new knowledge they have gained as well as the resources used throughout this unit. Students are encouraged to use props and media within their argument in order to persuade the audience which is similar to music targeted at specific audiences. The debate will be marked according to both peer and self assessment. | * Recordings of songs on class ipods, pcs, mp3s (see Appendix 1) * Chart to analyse lyrics  |  |  | | --- | --- | | Song | Messages in lyrics | |  |  | |  |  | |  |  |  * Topics for debate (appendix eight) | They explore how personal values, perspectives and attitudes contribute to the development of content knowledge and understanding.  Students practise contesting ideas, debating and using evidence to form and express opinions on economic issues that interest and/or have an impact on themselves and on society, particularly their local community.  They develop an understanding of how our views are socially constructed and not always based on evidence.  They begin to question sources and make judgments about the viewpoints being expressed, the completeness of the evidence, and the values represented.  For formal presentations they begin to select appropriate forms for sharing knowledge and influencing others |
| Taking Action  *Activities that give students the opportunity to act upon what they have learnt* | **School music newsletter**  Students will inform the school community about the music industry, highlighting the amount of money generated within it, the messages within the lyrics, the way music producers target audiences ect.  Students will develop a once off newsletter and assign roles to each other. They will write different articles around topics covered in the unit including how music changes over time, the amount of money generated through music, a piece about up and coming artists, artists who support good causes, generic artists, a historical piece on a high selling artists and why they are high selling, an informative piece on how music is marketed, a feature piece on the number one artist ect.  <http://en.wikipedia.org/wiki/Music_industry>  <http://www.primaryresources.co.uk/english/englishD9.htm>  <http://en.wikipedia.org/wiki/List_of_best-selling_music_artists>  <http://www.ariacharts.com.au/>  <http://www.themusicnetwork.com/> | * Copies of Music magazines   http://downmagaz.ws/uploads/posts/2011-11/1321781699_billboard.jpg http://www.solarnavigator.net/music/music_images/christina_aguilera_rolling_stone_magazine.jpg  <http://atrl.net/forums/showthread.php?t=115835>  <http://www.solarnavigator.net/media/rolling_stone.htm> | They begin to question sources and make judgments about the viewpoints being expressed, the completeness of the evidence, and the values represented.  students use recommended search engines and begin to refine search questions to locate information quickly on the Internet.  Students develop strategies to find suitable sources of information and they learn to distinguish between fact and opinion |

Appendix 1: Songs for Tuning in rotation

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| **Year** | **Song** | **Artist** |
| 1956 | Hound Dog | Elvis Presley |
| 1966 | Yellow Submarine | The Beatles |
| 1976 | Money, money, money | ABBA |
| 1981 | The Land of Make Believe | Bucks Fizz |
| 1983 | Thriller | Michael Jackson |
| 2011 | What makes you beautiful | One Direction |
| 2010 | Baby | Justin Bieber |
| 2009 | Party in the USA | Miley Cyrus |
| 1976 | Beth | KISS |
| 1975 | TNT | AC/DC |
| 1976 | Howzat | Sherbet |
| 1957 | Tie me kangaroo down sport | Rolf Harris |
| 1968 | No llores, mi amor | Julio Iglesias |
| 1990 | Nessun dorma | The Three Tenors |
| 1974 | Our Father | Janet Meade |
| 1960 | Hail Mary | Carey Landry |
| 1958 | The Banana Boat Song | Harry Belafonte |
| 1915 | Pack up your troubles in your old kit bag | Helen Clark |
| 1959 | High Hopes | Frank Sinatra |
| 1901 | Song of the birds | Cole Porter |
| 1964 | Spoonful of sugar | Julie Andrews |
| 1979 | Up there Cazaly | Mike Brady |
| 1963 | Geelong theme song/The Toreador March | John Watts/George Bizet Opera |
| 1935 | Boiled Beef and carrots | Harry Champion |
| 1952 | The Hokey Pokey | Ray Anthony |
| 1943 | Oh what a beautiful morning | Cast of Oklahoma |
| 1918 | Oh! How I hate to get up in the morning | Irvin Berlin |
| 2004 | Shine | Josh Todd |
| 2007 | Dance tonight | Paul McCartney |
| 2000 | Beautiful Day | U2 |
| 2000 | Boss of me | They might be Giants |
| 1996 | Wish | Faye Wong |
| 1985 | Korobushka | Vlad Hoffskyn |
| 1977 | Star Wars | Johnathon Williams |
| 1867 | Fur Elise | Beetoven |

Appendix 2: Excursion Worksheet. Page 1.



**Mushroom Music Publishing**

What artists are signed with Mushroom Music?

What do they look for in an artist/band when signing them? Specific looks? Specific style of music?

How much money does Mushroom make per CD? How much does the artist make?

How much does it cost to produce a CD?

What is involved in making a CD?

What artists signed with mushroom have achieved record stati?

How do they promote artists/bands?

Any other information?

Appendix 2: Excursion Worksheet. Page 2.



**Busker George Kamikawa**

What type of music does he play?

How long has he been playing for?

How much money does he make?

Would he liked to be signed to a record company?

Why do you personally think he hasn't been signed taking into account what the man said at Mushroom Music publishing.

How often does he play?

Do you like his music? Would you buy his CD?

Any other interesting information?

Appendix 2: Excursion Worksheet. Page 3.

**Music Venues**

What artists are advertised to play at Rod Laver Arena and Hisence Arena? Do you know these artists? Do you have their CD’s?

What artists are advertised at The Corner Hotel? Do you know these artists? Do you have their CD’s?

What is the difference between an EP and an album?

What is the price difference for tickets to concerts at the arenas compared to the hotel?

What are the differences in advertising between concerts at each venue?

Differences in profit for the artist at each venue?

Any other important information?

Appendix 2: Excursion Worksheet. Page 4.

**REFLECTION**

**Write down your thoughts throughout the day and include questions you may have**

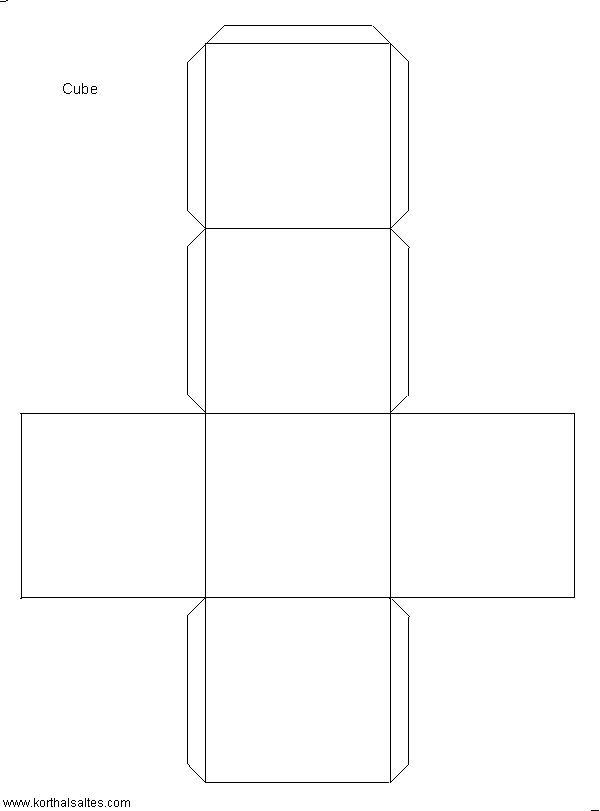
Mushroom Music Publishing Reflection

Busker reflection

Venue reflection

Personal reflection

Appendix 3: Cube outline



Appendix Four: Instruction page

Choose an artist from each column and research them.

You will need to find out where they have toured or will tour, what venues will they play at (are they small or big venues), how are they advertising their show (tv, radio, facebook), do they have merchandise for sale (what are they selling, how much is it), can you find out how many CD’s they have sold, Are they on the charts (what charts), have they toured before? How long have they been creating music?

You need to compare and analyse the two artists using graphing methods on excel. You can choose what you graph and compare.

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| --- | --- | --- | --- |
|  | Column One | Column Two |  |
| <http://edsheeran.com/> | **Ed Sheeran** | **The paper kites** | <http://www.thepaperkites.com.au/> |
| <http://www.keithurban.net/> | **Keith Urban** | **Angus stone** | <http://angusstone.com/> |
| <http://www.adele.tv/> | **Adele** | **Xavier rudd** | <http://www.xavierrudd.com/> |
| <http://www.onedirectionmusic.com/gb/home/> | **One Direction** | **Georgia fair** | <http://www.georgiafair.com.au/> |
| <http://www.katyperry.com/> | **Katy Perry** | **Architecture in helsinki** | <http://architectureinhelsinki.com/> |

Appendix five: World Issue Songs

**Beds are burning – Midnight Oil.**

<http://www.lyricsfreak.com/m/midnight+oil/beds+are+burning_20093267.html>

<http://www.youtube.com/watch?v=ejorQVy3m8E>

**John Mayer – Waiting on the world to change.**

<http://www.songmeanings.net/songs/view/3530822107858606873/>

<http://www.youtube.com/watch?v=oBIxScJ5rlY>

**Bob Marley – War (no more trouble)**

<http://www.moron.nl/lyrics/bob-marley/war-(no-more-trouble)-lyrics.html>

<http://www.youtube.com/watch?v=S-UkcBOcIrk>

**Tracey Chapman – Why.**

<http://www.lyrics007.com/Tracy%20Chapman%20Lyrics/Why%20Lyrics.html>

<http://www.youtube.com/watch?v=JP9FCBqdiZw>

**Pink – Dear Mr. President.**

<http://www.azlyrics.com/lyrics/pink/dearmrpresident.html>

<http://www.youtube.com/watch?v=2YhJUUJ7CcY&feature=fvwrel>

**The Black Eyed Peas – Where is the love.**

<http://www.lyricsondemand.com/b/blackeyedpeaslyrics/whereisthelovelyrics.html>

<http://www.youtube.com/watch?v=WpYeekQkAdc>

**Neil Young – Be the rain.**

<http://www.elyrics.net/read/n/neil-young-lyrics/be-the-rain-lyrics.html>

<http://www.youtube.com/watch?v=SrSmtC0Skg4>

**Michael Jackson – Earth song.**

<http://www.lyrics007.com/Michael%20Jackson%20Lyrics/Earth%20Song%20Lyrics.html>

<http://www.youtube.com/watch?v=S7z_w83fSjM>

Appendix six: Informative Poster Guidelines

**CREATE AN INFORMATIVE POSTER THAT EDUCATES YOUR PEERS ABOUT THE ISSUES AND MESSAGES EMBEDDED WITHIN A SONG**

* Choose your song from the selection provided
* Listen to it, watch the clip and analyse the lyrics
* Research the artist and their history
* Have they created other music? Does this music also reflect world issues?
* Where does the artist come from? Are they well known? Where are they well known?
* What is the song about? What is it trying to communicate to its listeners?
* Do you think its an important message to include in a song?
* Has this song made you think about the issue?

Incorporate the lyrics on the poster highlighting words that you think are effective in conveying the message across to its listeners.

Appendix Seven: World Issues

PEACE

WAR

GLOBAL WARMING

POLLUTION

LAND RIGHTS

VOTING

WOMENS RIGHTS

OTHER

Appendix Eight: Topics for debate

**CHOOSE THE AFFIRMITIVE OR NEGATIVE SIDE OF ONE OF THESE TOPICS AND DEVELOP AN ARGUMENT ACCORDINGLY**

**You will present your argument to the opposing side in front of the class as a DEBATE.**

**You need to try and persuade the class to take your view.**

The music industry is a money making industry.

Music is only successful if it is associated to pop culture.

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2012, *Paper model of a cube,* retrieved 7 September 2012, <<http://www.korthalsaltes.com/pdf/cube.pdf>>.

2012, Victorian Essential Learning Standards, retrieved 7 September 2012, < <http://vels.vcaa.vic.edu.au/vels/level4.html>>.

Shimizu, S 1999, ‘Global Issue Songs in the English Classroom’, *Global Issues in Language Education*, no.35, p.16-17, retrieved 7 September 2012, <<http://www.jalt.org/global/35Songs.htm>>.