

What is the value of popular music?

Lesson plan description

Students will work in groups to identify the values implied in popular song lyrics and compare them to their own beliefs, values and actions. The lesson will conclude with a discussion of the values implied in the lyrics.

Year levels

Early Adolescence (12-15 years)

Explicit values focus

Depending on the songs chosen by the students any of the nine Values for Australian Schooling could be addressed:

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

By working in groups, students may demonstrate the values of:

- Doing Your Best
- Fair Go
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

Key Learning Areas

- The Arts – Music
- English

Lesson plan

Getting started

Activity 1: Song selection

Before the lesson, divide the class into groups of three or four and ask each group to select a song to study. They will need to bring a copy of the song either as a CD or on an MP3 with a portable player to play it on. Explain that each group is free to choose any song but students have the responsibility to ensure it is appropriate for listening to in the classroom.

Also before the lesson, make a copy the Values Wheel on A3 paper for each group to record their responses.

At the start of the lesson, as a class, discuss the values on the Values Wheel and have students give examples of how they demonstrate these values in their

everyday life. Have each group appoint a student to keep a record of their responses or record them on butcher's paper, an interactive whiteboard, or by other means so they can be referred to later.

Discovering

Activity 2: Values in songs

Distribute copies of the Values Wheel to each group and explain to students that they are to listen to their chosen song and colour in the values regions that they recognise being referred to in the lyrics. (Students may be able to download the song lyrics from the Internet to help identify the lyrics.)

In their groups, students discuss the values they have identified from the song lyrics and note these on the outer circles of the Values Wheel, as well as other values not discussed in the Getting started activities and values that may conflict with the values discussed in the Getting started activities.

In their groups, students record what they believe about the values expressed in the song in the first semicircle, and then continue around the wheel in a clockwise direction. This reflects the understanding that beliefs determine values and underlie attitudes that are reflected in actions.

At the end of the process, students should assess their performance as a group in the light of the values and record it on a Group performance record sheet, like the one outlined below in the Notes for teachers.

Bringing it together

Activity 3: Displaying and discussing

Display the Values Wheels around the room and ask students to look at the displays and listen to the song while reading the responses on the Values Wheels.

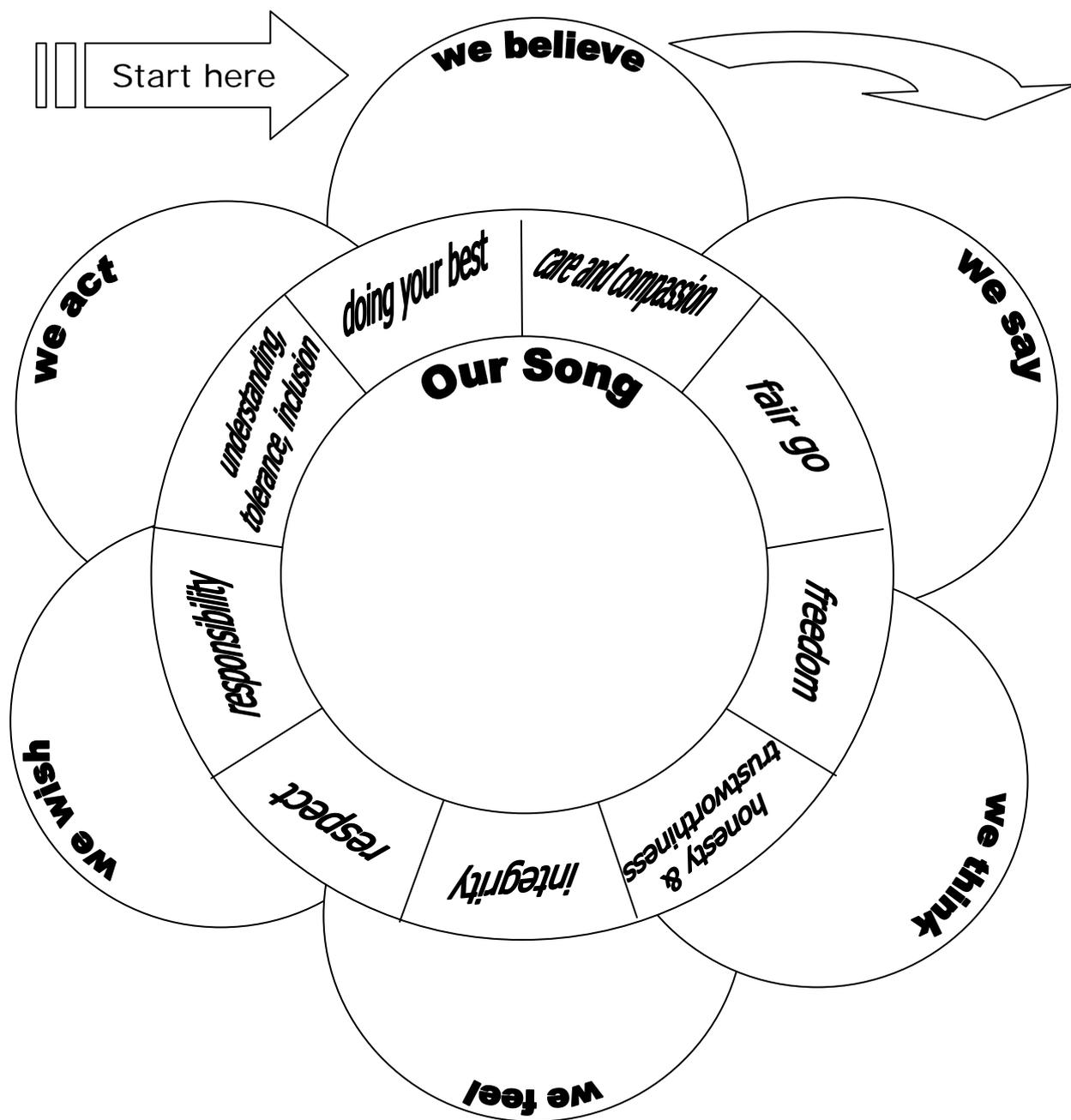
Conclude the lesson with a general discussion of the values expressed in song lyrics and whether they reflect the values of society in general.

As a follow-up activity, students could choose an issue and write a set of song lyrics that reflect their values regarding the issue. If you have access to music composition software, students could set the lyrics to music and record their song.

Notes for teachers

- Copy the following Values Wheel onto A3 paper and print out for groups to record their responses.
- Print out copies of the Group Performance Record for each group to use for assessment.

Values Wheel



Group performance record

Consider your performance as a group and make a note of instances when you displayed the values that make an effective group. Consider times when you could have done better. Record these on the table below.

Value	We showed this when...	We need to work on this when...
Doing Your best		
Fair Go		
Honesty and Trustworthiness		
Integrity		
Respect		
Responsibility		
Understanding, Tolerance and Inclusion		