

Title: Music as Fundraising**Level:** AMU4M - Grade 12, University/College Preparation**Connection to a Culminating Activity:**

This lesson was created as the first introduction lesson of a unit entitled “Music as More.” The unit encourages students to dig deeper into music and its personal and societal functions as something more than just a form of entertainment. Topics such as music as culture, politics, and family are great topics to explore through this unit and all allow for the important personal, self-reflection that allows the students to place themselves in the context of the unit. A final culminating activity could see students in pairs/small groups, using the model of the “Music as More” lessons to research and create their own “mini lesson” on a topic of their choosing.

Overall Expectation: Reading, Responding, and Analyzing - B2 & B3

B2. Music and Society: demonstrate an understanding of social and cultural influences on and effects and functions of traditional, commercial, and art music.

B3. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development.

Specific Expectation:

B2.1 – analyze, on the basis of in-depth research, ways in which traditional, commercial, and art music are a response to and a reflection of the community or culture in which they were created.

B2.3 – analyze the various functions of music in society.

B3.1 – analyze and assess the impact of the study of music on their self-awareness, their expressive capabilities, their awareness of social issues, and their understanding of others.

Learning Objectives:

- I understand how music can be used as a tool to raise awareness and funds for an issue.
- I can describe in detail 3 events where music was used to raise awareness/funds (eg., Live Aid, “USA for Africa - We Are the World,” and “We Are the World 25 For Haiti).

Success Criteria:

I know I've got it when I can create a concert with a featuring headliner for a social/political issue in our current world, supported with strong reasoning for my pairings.

Prior Student Knowledge Required:

- An understanding that music can be used as more than a form of entertainment.
- Generalized understanding of social/political issues in the current world.

Outline of Lesson

Instruction #1 → Introduction Discussion (~7-10 minutes)

Slide 3

Have students pair up with their “elbow buddy” and brainstorm for 2-minutes a list of answers for the question: What uses does music have in your life? Bring the class together to have a larger discussion on the topic, encouraging each pair/group to share at least one idea. Possible answers include: fun, enjoyment, bringing people together, awareness, change, fundraising, socializing, culture, art, a gift, prayer. Push students to dig deeper in their responses, analyzing all aspects of their lives and seeing where and how music fits in.

Note: If this lesson is done at the beginning of a larger unit, feel free to write your classes brainstorm ideas on chart paper and hang it in your class somewhere for the remainder of the unit for inspiration.

Instruction #2 Exploration/Workshop (~45 min.)

Engage the class in a discussion on the topic: Why can music be such a powerful tool for reaching a wide range of people? Encourage students to explain their thinking with their answers.

Key answers to pull out - relatable to all, sharing common experiences, music can cross cultural/religious/linguistic boundaries.

Think-Pair-Share Activity

Give students a minute to think about what Music as Fundraising could mean and look like, 2 minutes to share with a partner (and brainstorm an example), then bring the class together for a group discussion. At this stage in the class the students should be well-engaged with the topic, so feel free to ask them to dig deeper into their answers - ask them why, why not, how would this work, ask for their examples, etc.

Concerts:

Use student examples to transition to exploring benefit concerts in history: <https://www.udiscovermusic.com/stories/biggest-benefit-concerts-history/>

Live Aid:

Show trailer, “Live Aid MTV Introduction” video:

<https://www.youtube.com/watch?v=sammXPNJ2Fw>

Discuss what was the concert about, who headlined, was it a success, why/why not?

Key points to include:

- July 13, 1985, live benefit concert to raise funds for relief for the Ethiopian famine
- London, UK, Wembley Stadium 72,000 attendees: USA, Philadelphia, John F. Kennedy Stadium, 89,484 attendees
- Raised \$127million
- Performers: Elton John, Queen, Madonna, Santana, Mick Jagger, Tom Petty, U2, The Beach Boys, much more

We Are the World

Also, to raise funds for the Ethiopian famine, “USA for Africa - We Are the World” video <https://www.youtube.com/watch?v=9AjkUyX0rVw>

25th anniversary, “We Are the World 25 For Haiti” video, raising funds for earthquake relief in Haiti <https://www.youtube.com/watch?v=Glny4jSciVI>
(Note: Use your discretion when choosing how long of each video you want to show.)

Lead class discussion: Who were some of the artists you recognized in either of the videos? Why is it so effective to use familiar, “big names” rather than a bunch of smaller, independent artists? Could there be any downfalls to this model?

Instruction #3 Consolidation (~7-10 min.)

Have students complete the handout “One Question Quiz,” allowing 7-10 minutes for completion. This may be marked with the given rubric or just checked for completion.

As students finish, have volunteers share their answers with the class.