**Golden Nugget:** work in groups to produce creative products using a wide range of artistic skills

**HTCS Curriculum Intent**

**Creativity**

**Subject: Music Year: 9 Half term: 6**

**TOPIC: Fanzines, Music and Journalism**

|  |  |  |
| --- | --- | --- |
|  | **I can…** | **To improve…** |
| **R** | **A** | **G** |  |  |
|  |  |  | Write in different voices about popular music, thinking carefully about audience |  |
|  |  |  | Work as part of a team to produce creative products |  |
|  |  |  | Respond actively to peer and teacher feedback on work |  |
|  |  |  | Develop ideas over a long period of time |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Learning Focus** | **Key words** |
| **1** | What is a zine? Looking at the history of fanzine and magazine making Begin thinking about the kind of content you’d like to put in. | Zine, fan, audience,  |
| **2** | Interviews – how to conduct an interview with someone – key interviewing skills? | Interview, participant, leading question,  |
| **3** | Album reviews – how to review an album – think about the positives, the negatives, the context of the album | Album, review, context, recommendations, comparative,  |
| **4** | Live gigs – discuss ways of writing about live performance | Gig, ethnographic,  |
| **5** | Aesthetics – Looking at homemade aesthetic – making extra products – could be some artwork for a sticker, a pin badge, a mixtape, album art, a pop up book | aesthetics, homemade, DIY,  |
| **6** | opinions – add in an opinion piece – doesn’t need to be about music explicitly – can be about a social issue – must be local – that has affected you and your audience | Opinion, social cause, polemic,  |
| **7** | Presenting fanzine and art to the rest of the class  | feedback |

**Golden Nugget:** work in groups to produce creative products using a wide range of artistic skills

**HTCS Curriculum Intent**

**Creativity**

**Subject: Music Year: 9 Half term: 6**

**TOPIC: Fanzines, Music and Journalism**

|  |  |  |
| --- | --- | --- |
|  | **I can…** | **To improve…** |
| **R** | **A** | **G** |  |  |
|  |  |  | Write in different voices about popular music, thinking carefully about audience |  |
|  |  |  | Work as part of a team to produce creative products |  |
|  |  |  | Respond actively to peer and teacher feedback on work |  |
|  |  |  | Develop ideas over a long period of time |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Learning Focus** | **Key words** |
| **1** | What is a zine? Looking at the history of fanzine and magazine making Begin thinking about the kind of content you’d like to put in. | Zine, fan, audience,  |
| **2** | Interviews – how to conduct an interview with someone – key interviewing skills? | Interview, participant, leading question,  |
| **3** | Album reviews – how to review an album – think about the positives, the negatives, the context of the album | Album, review, context, recommendations, comparative,  |
| **4** | Live gigs – discuss ways of writing about live performance | Gig, ethnographic,  |
| **5** | Aesthetics – Looking at homemade aesthetic – making extra products – could be some artwork for a sticker, a pin badge, a mixtape, album art, a pop up book | aesthetics, homemade, DIY,  |
| **6** | opinions – add in an opinion piece – doesn’t need to be about music explicitly – can be about a social issue – must be local – that has affected you and your audience | Opinion, social cause, polemic,  |
| **7** | Presenting fanzine and art to the rest of the class  | feedback |