

**Title:**

To Be Young, Gifted and Black

**Aims:**

KS3 National Curriculum

Listen with increasing discrimination to a wide range of music from great composers and musicians

Develop a deepening understanding of the music that they perform and to which they listen, and its history

Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

**Learning intentions:**

Describe the history behind 'To Be Young, Gifted and Black'

Reflect on the challenges people from minorities can face

Write and compose a piece inspired by 'To Be Young, Gifted and Black'

**Resources:**

Optional: print peer assessment tables (slide 16)

**Preparation:**

1. Read the lesson plan and familiarise yourself with the activities
2. Familiarise yourself with the life of Lorraine Hansberry

**Procedure (2hrs):**

Time	Activity	Method
10mins	Starter	Consider the challenges black and LGB people face Easier: What challenges may black people face today? What challenges may LGB people face today? Harder: What challenges did black people face in the US in the 1960's? What challenges did LGB people face in the 1960's? (Links later to lesson content on Lorraine Hansberry) Hardest: Do people who are black and LGB face any additional challenges than those who are black or LGB?
5mins	Big Picture	'Music can change the world because it can change people' Do you agree? Opportunity for class discussion (could reflect again later when discussing To Be Young, Gifted and Black and the Civil Rights Movement)

5mins	Learning Intentions	Opportunity to share the learning intentions and students can add the date and title to their book
5-10mins	Pair/Share	Share some of Lorraine Hansberry's history 'What do you think 'straight-washing' is and why does it happen?'
10mins	New material	Share Nina Simone's To Be Young, Gifted and Black. Whilst students listen they should think about the message in the song and why it became an anthem of the civil rights movement.
10mins	Deepen your understanding	Opportunity to deepen students understanding of privilege and why songs like Simone's are written Easier: Rich people are more privileged than poor people. Can you think of any other groups who are more privileged than others? Harder: Suggest how we can work towards equality Hardest: Can we treat people differently and have equality? (Some students may struggle with privilege and how it applies to them. The project humanities can be used to illustrate how people can be more privileged than others White privilege checklist: <a href="https://projecthumanities.asu.edu/content/white-privilege-checklist">https://projecthumanities.asu.edu/content/white-privilege-checklist</a> Heterosexual privilege checklist: <a href="https://projecthumanities.asu.edu/content/heterosexual-privilege-checklist">https://projecthumanities.asu.edu/content/heterosexual-privilege-checklist</a> )
30mins	Review and Reflect Main task	Students compose a piece to inspire a group of less privileged young people. Could be: 'Young, Gifted and Black', 'Young, Gifted and Queer', etc.
20mins	Peer assessment opportunity	Students perform their pieces for their peers. During the performance each of their peers/the other groups write two good things and one thing to be improved about their performance
5mins	Final thoughts	'What do you think about white and heterosexual singers receiving credit and making money from music created by black and LGBT+ people?'