

Lesson Plan

Financial Literacy in Grade 6 Language and the Arts

Media Literacy and Music Piracy

Students develop their understanding about the connection between the choices they make and potential implications for personal health and well-being – including financial well-being. They use critical thinking skills to consider situations relating to behaviours that could become addictive and the wide range of actions and consequences that could follow. To showcase their knowledge, the students develop a public service announcement (PSA) that identifies the potential personal, societal and financial costs of addictive behaviours. The students use a graphic organizer to help generate, organize and plan ideas. They also use a variety of online tools to produce a multi-media product.

Curriculum Expectations

[Click here](#) to access expectations written out in full

Grade 6

Language (2006)

Writing

1. *generate, gather, and organize ideas and information to write for an intended purpose and audience;*
- 1.5 Organizing Ideas
2. *draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;*
- 2.2 Voice

Media Literacy

1. *demonstrate an understanding of a variety of media texts;*
- 1.1 Purpose and Audience
- 1.6 Production Perspectives
2. *identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;*
- 2.2 Conventions and Techniques
4. *reflect on and identify their strengths as media interpreters and creators, areas for improvement and the strategies they found most helpful in understanding and creating media texts.*
- 4.1 Metacognition

The Arts (2010)

Drama

- B1. *Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;*
- B1.4

Music

- C3. *Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.*
- C3.1

Visual Arts

- D1. *Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;*
- D1.3
- D3. *Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.*
- D3.2

Learning Goals

By the end of this lesson*, students will be able to:

- Identify and explain the features of persuasive advertisements
- Explain the financial impact of music piracy on different people
- Use the creative process to develop a video that illustrates the financial and societal costs of music piracy
- Draft and present an effective, persuasive PSA/commercial against music piracy that illustrates the impact of their decisions on the music industry and the economy

Sample Success Criteria for an effective anti-piracy video:

- Our video shows the effects / consequences of music piracy
- Our video catches the viewer's attention by using music, special effects, etc.

*A number of curriculum expectations were identified for this lesson which is a part of a larger integrated unit. Learning goals were developed for the components of the lesson specifically addressed within this lesson plan. Expectations related to the Next Steps and Extension activities have been included on this lesson plan but learning goals are not specifically developed.

Readiness

Students have completed a survey to demonstrate their role in the purchase of music.

Terminology

- Music piracy
- P2P sharing
- Download

Materials

- Computer
- Data projector
- Video cameras
- Video editing software
- Teacher reference: [What is the Cost Breakdown of a CD that costs \\$15.99?](#)
(Note: The dollar figures included with this handout are sample figures only.)
- Handouts
 - [Breaking down the Cost of a CD](#)
 - [Music Piracy: Notes and Planning Sheet](#)
- Additional resources
 - International site with news and information about [legitimate music online](#)
 - Sample [anti-piracy videos](#)
 - Blog entry on [breakdown of CD cost with lively Comments section](#)
 - Teacher resource on [societal/global costs associated with music piracy](#)
 - Globe and Mail [article on music piracy](#)
 - Teacher resource on [impacts of music piracy](#)
 - Teacher resource on [societal impact of music piracy](#)

Think Pair Share—Visualization Exercise

- Have students close their eyes and visualize as you pose this scenario:
“What if you REALLY wanted to buy something special (video game system/iPod/ laptop) and started saving your money that you earned from chores, babysitting, cutting grass, etc. After months or years of saving, you decide to get your money out to go purchase your item and find that someone has taken most of your money and left you with very little. All your hard work and diligence towards saving has not ended the way you expected. How does that make you feel?”
- Students turn to their elbow partners to share their thoughts/feelings on how this would make them feel.

Whole class—Music Piracy

- Focus this scenario using the context of music piracy:
“Well, this is a dilemma facing the music industry at an increasing rate every day. Why do you think people download music for free?” (e.g., *because it’s easy, because I want it and I want free stuff, because I haven’t thought about how it might affect anyone else including the artist, etc*)
- Examine class survey results from previous class where students responded to questions about how they access and acquire music.

Individual/pair/group work—Cost breakdown of CD

- Students brainstorm the possible components that go into the cost of a CD, identify questions and try to estimate costs for different aspects of CD production using the [Breaking Down the Cost of a CD](#) handout

Whole class—Cost breakdown of CD

- Show the information from [What is the Cost Breakdown of a CD that costs \\$15.99?](#) Explore students’ thinking using guiding questions: did any of the items included in the cost of a CD surprise you? Think about how many CD’s need to be sold for each person to make a significant amount of money. What questions do you want to find out more about related to the cost of music production?
- Discuss the impact of music piracy on musicians, the music industry, and the economy. In what ways does Canadian society respond to music piracy? Does everyone share the same perspective and point of view on this issue?

Action!

Whole class discussion

- Co-create solutions and possible actions to address music piracy:
“So what can be done about this issue? What can we do as consumers to ensure the people working in different parts of the music industry are treated fairly?”
(e.g., *use advertising about anti-piracy*)

Group work—Video screening

- Distribute the [Music Piracy: Notes and Planning Sheet](#) handout
- Students view the sample anti-piracy videos. Students are instructed to be aware of what videos stand out as successes and which do not and make personal jot notes as to which they feel were successful and provide reasons for their thinking.
- After viewing, groups collaboratively list what they think made a successful video.

Guiding Questions:

- Why do some people choose to download music for free?
- What perspectives are there on the issue of music piracy? Whose perspective is not accounted for currently?
- What are some implications of downloading music for free?
- Where do you get your music?
- Have you ever downloaded a song for free?
- How has the music industry responded to the downloading issue? Many artists now release their music online with free downloads. What are the implications of free downloads and free apps? Are these actually free?
- How do regulations related to music piracy affect musicians and their access to each others music?
- What are the financial costs of those decisions?
- If someone illegally downloads what are the long term ramifications /costs to the artist, the industry and society?
- Does music piracy impact on Canadian workers?
- What are the implications of the lost government tax revenue?

A&L Assessment as Learning (AaL)

- Self-assessment using handout

Quick Tip: Link and Layer

Link to Mathematics expectations – exploring the cost of a CD.

Connections

Guiding Questions:

- What messages do you think are important to send to youth to think about this topic?
- How can you personally make a difference to resolve this problem?

A&L Assessment as Learning (AaL)

- Students co-construct success criteria for a successful media message after watching examples of anti-piracy videos

Action! (cont'd)

Whole class co-creation of success criteria for a successful video

- Create a list of what makes a successful, effective anti-piracy video. Post this list of success criteria in the classroom.

Individual/Group work—Planning the video

- Using the [Music Piracy: Notes and Planning Sheet](#) handout students individually jot down their ideas for making a video
- Each student pitches their ideas to the group. The group then collaboratively completes a planning sheet.

Next Steps

Group work—Filming and editing the video

- Using their plan, the group films and edits their video.

Extensions

- Students create CD covers for their video.
- Students write letters to musicians in support of legitimate music purchases.
- Students share their classroom videos and communicate with government officials about the impact of piracy on the Canadian music industry

Consolidation

Individual work—Gallery Walk

- On separate sticky notes, students write three things they learned and two questions they still have related to music piracy and one thing they already knew about music piracy.
- Students post their ideas, grouped by theme.
- Students walk around to read each others writing.

Whole class discussion—Debrief Gallery Walk

- The class reflects on what they have learned and further questions they have about music piracy.

Connections

A_{for}L Assessment for Learning (A_{for}L)

- Provide oral feedback on jot notes and collaborative learning skills as students draft shot list for their anti-piracy videos

A_{of}L Assessment of Learning (A_{of}L)

- Evaluation of drama skits using success criteria for a successful media message
- Does the PSA include messaging about music piracy being illegal? Identify evidence from the PSA.



Differentiated Instructions (DI)

- Student's choice of role with video development – script development, technical support, acting. All contribute to development of overall message to share key learnings.

Connections

Guiding Questions:

- Are there any questions that a number of people had in common?
- Do you see any questions that you also wonder about?

A_{as}L Assessment as Learning (A_{as}L)

- Student reflection on learning – identification of what they have learned and further questions

Curriculum Expectations

Financial Literacy in Grade 6 Language and the Arts

Media Literacy and Music Piracy

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Grade 6

Language (2006)

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

Organizing Ideas

- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., *making outlines, writing notes, filling in a ranking grid*) and organizational patterns (e.g., *order of importance*)
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

Voice

- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience (e.g., *use punctuation, dialogue, and vivid language to create a particular mood or tone*)

Media Literacy

1. demonstrate an understanding of a variety of media texts;

Purpose and Audience

- 1.1 explain how a variety of media texts address their intended purpose and audience (e.g., *T-shirts intended for supporters of particular institutions, groups, or causes are decorated with related images, logos, colours, and slogans; CD and DVD covers designed to appeal to young children have colourful images of their favourite characters; advertisements geared to parents of infants are broadcast during the daytime whereas those geared to single adults run during late-night programming*)

Production Perspectives

- 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., *political parties create advertisements to win voter support, using funds raised by their members and supporters; producers develop television dramas to entertain and make money by selling their products to television conglomerates, which then broadcast the programs to make money by selling advertising spots in the programs' time slots*)

Teacher prompt: "What are the different professions that would be involved in producing a television commercial? How much would it cost to produce? How could we find out?"

2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

Conventions and Techniques

- 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g., **movie conventions:** *in old-fashioned westerns, white and black cowboy hats were used to identify "good" and "bad" characters; movie techniques:* *freeze frame images, slow motion, theme music in movies are used to communicate information non-verbally, emphasize or prolong important or appealing scenes, and maintain interest by keeping the viewer wondering "what next?"*)

Teacher prompt: "What visual clues are used to identify 'good' and 'bad' characters in movies and video games you have seen recently?"

4. reflect on and identify their strengths as media interpreters and creators, areas for improvement and the strategies they found most helpful in understanding and creating media texts.

Metacognition

- 4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/producers

Teacher prompt: "What skills and knowledge have you needed to interpret and create the variety?"

The Arts -
Drama
(2010)**Creating and Presenting**

- B1.** apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;
- B1.4** communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer
(e.g., use a data projector to project evocative imagery; use filters and gels to create unusual effects with lighting; use music to suggest a mood; use masks to highlight specific character traits)

Teacher prompt: “What features of your mask have you exaggerated to allow the audience to see the character from a distance (e.g., heavy brows, large nose, large eyes, jutting chin)?” “How can you use a photograph or everyday object from another historical period to communicate an aspect of that person/time/place?” “What visual effect would emphasize what this character is feeling on the inside?”

The Arts -
Music
(2010)**Exploring Forms and Cultural Contexts**

- C3.** demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.
- C3.1** identify and describe ways in which awareness or appreciation of music is affected by culture and the media
(e.g., people attend concerts of music that they know and like or have found out about through the media; people can be influenced to buy products that are advertised with music that they relate to)

Teacher prompt: “What style of music – for example orchestral, jazz, pop, rock, funk, rap, or hip hop – would you use to advertise a new video game? Why?” “Explain the appeal of using rap music to address issues of oppression and identity among Aboriginal youth.”

The Arts -
Visual Arts
(2010)**Creating and Presenting**

- D1.** apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;
- D1.3** use elements of design in art works to communicate ideas, messages, and understandings
(e.g., a design of a letter of the alphabet using shapes, symbols, colour, and font style to represent a selected animal and its habitat; a DVD cover design or movie poster that uses line, shape, space, colour, and value to communicate information about the content)

Teacher prompt: “How can colour be used in your letter design to separate your letter shape from the background?” “What images will you select and will they symbolize something in your design?” “How would you change the images and colours in your poster to appeal to younger students?” “What is the message of your work, and how has it been conveyed to the audience?”

Exploring Forms and Cultural Contexts

- D3.** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.
- D3.2** demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels
(e.g., community art schools or programs provide opportunities for creative expression and instruction by and for both amateurs and professionals; a wide variety of workers are employed by arts industries such as advertising, design, movie making, and broadcast media; artists contribute to Canada’s economy by providing both goods and services)

Teacher prompt: “In what ways do the visual arts contribute to the economies of urban and rural communities?” “In what ways are the visual arts involved in international trade?” “What are the various professions or careers that have a basis in visual arts, and what education is required? How can we find out more about these careers?”

Name: _____

Date: _____

Breaking Down the Cost of a CD

Brainstorm all the items you think might be a part of the cost of a CD.

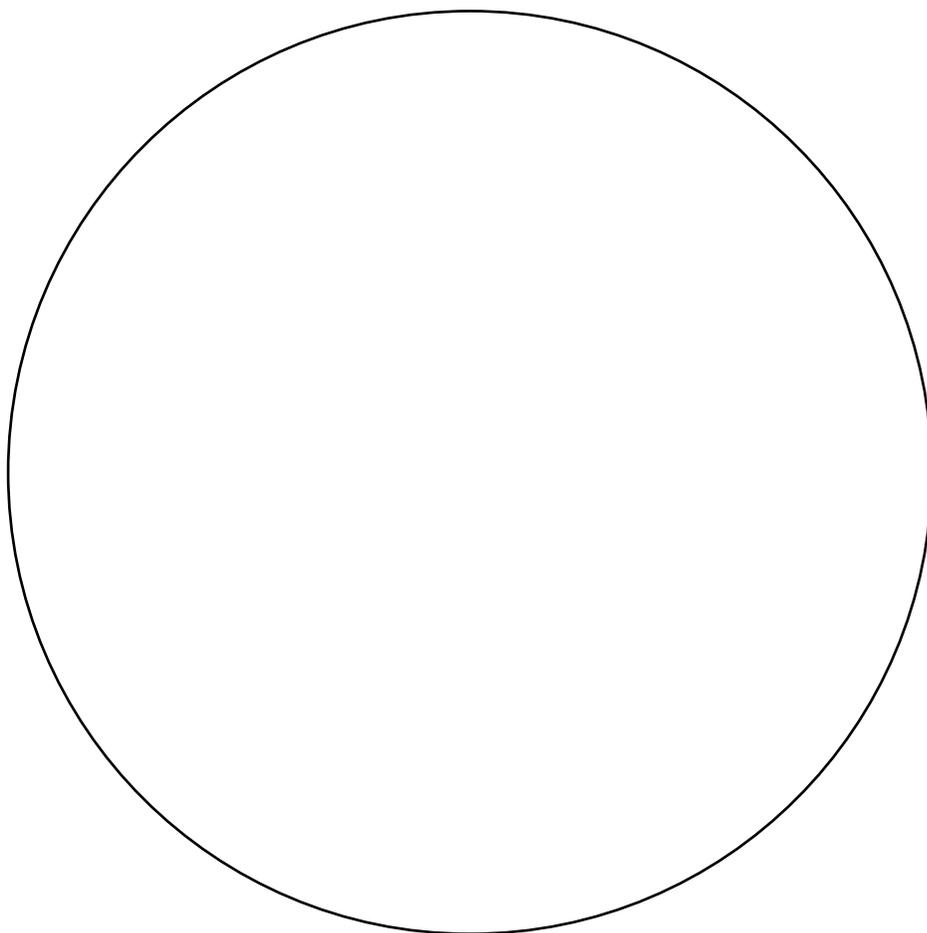
Compare your list to the list on the next page. For any items for which you are not sure what they mean, list your questions and discuss how you can find more information.

Considering a CD that costs \$15.99, estimate the cost for each item.

Your total should be \$15.99.

Item	Estimated Cost (\$)
Musician's Unions	
Packaging / Manufacturing	
Retail Profit	
Publishing Royalties	
Distribution	
Artist Royalties	
Label Profit	
Marketing/Promotion	
Label Overhead	
Retail Overhead	
TOTAL	

Divide the pie chart into segments showing each cost.



Name: _____

Date: _____

Music Piracy: Notes & Planning Sheet

1. Write in any interesting information you learned about Music Piracy during the presentation: *(use jot notes)*

2. Now it's your turn. Make notes on which videos you felt were most successful. List the characteristics that made them a success below:

Video 1	Video 2	Video 3	Video 4
<input type="checkbox"/> Successful	<input type="checkbox"/> Successful	<input type="checkbox"/> Successful	<input type="checkbox"/> Successful
<input type="checkbox"/> Not Successful			
Why or Why not?			

In the space provided, design or plan a presentation (e.g., Prezi, Powerpoint) or video. For a video, be sure to include a chart to show a shot list as well as camera angle types and storyline. For a presentation, use the space provided (*you can work horizontally*) like the Prezi organizer.

Please fill out and hand in this section at the end of the lesson:

Three things I learned
about music piracy:

Two questions I have
about music piracy:

One thing I already knew
about music piracy:

What is the Cost Breakdown of a CD that costs \$15.99?

