



Activity One Listen Up



Music . . . it's everywhere! It's on the radio alarm that wakes you up in the morning and in the background of the video games you play, scenes from your favorite films, and strolls through the mall with your friends.

Part 1

You might be surprised—if you focus and listen carefully—at just how much recorded music you hear each day. Let's listen up and find out! Use the chart below to keep track of one day's worth of music. (Make copies of the chart if you want to listen up for more than one day.)

You'll really need to listen to notice some of the recorded music, because it might be very subtle. So tune in and take notes. The chart is divided into four sections—morning, school time, after school, and nighttime. In each section there's space to write what you heard (and we mean everything—from the church chimes down the street to what's playing in the background of your favorite TV show or websites you visit) and where you heard it.

Now, start listening!

Listen Up Log Sheet

Music I Heard	MORNING	Where I Heard It
Music I Heard	SCHOOL TIME	Where I Heard It
Music I Heard	AFTER SCHOOL	Where I Heard It
Music I Heard	NIGHTTIME	Where I Heard It

When you have completed your log, share your findings with your classmates. As part of that discussion, answer these questions:

- How many different kinds of music did you identify?
- What was the most unusual/surprising use of music?
- What have you learned about the use of music in our world?

Part 2

In *Meet the Music Makers*, you've already met some of the people responsible for bringing music into your life. But there are many, many more people who depend on the music industry for their livelihoods, even though they're not musicians. For example:

- **Music Agent** – organizes performance tours; negotiates deals
- **Music Publisher** – looks after the songs; pays the songwriter; deals with copyrights and royalties
- **Music Studio Manager** – organizes recording sessions
- **Business Affairs Manager** – deals with the legal and accounting aspects of the music business
- **Music Journalist** – writes about music and musicians for magazines, newspapers, and even online blogs

What other jobs can you think of that have a connection to the music industry? Advertising agencies, movie studios, and website designers all use music. List some other music-minded careers here:

Which of these jobs would you like to know more about? _____

Do some research about that job and share what you learn with your classmates!

Challenge:

Do some research to find out more about the job that is most interesting to you. Find out about the kind of classes you would need to take in high school, vocational school, and/or college to prepare for a career in that field, and the kinds of things you might do when you are first starting out in that job. Make some notes and be prepared to share what you have learned in a class discussion.



Activity Two

Beat Out Piracy

If you've finished the other activities in the **Music Rules!** kit, you have learned about songlifting and why it's just as bad as shoplifting. You've met some of the many different people who work behind the scenes to make music happen. You've learned about intellectual property and copyright laws. And you've even written a song about the right ways kids can get the music they love.

Imagine that you are in the music industry, and you want to send a message about the consequences of songlifting. Complete the chart below noting what each music industry professional would say about the effects of songlifting on their career.

Industry Professional	How does songlifting affect me?
Singer	
Band Member	
Studio Technician	
Music Producer	
DJ	



With your team of fellow music industry employees, plan an information campaign that lets others know why it's important to get their music the right way. To begin, answer the questions below. Then, sketch your ideas in the space provided. Once you have your ideas on paper, work with the members of your team to develop your final ideas.

Who is the target audience for your campaign (students in a certain grade, the entire school, members of the community, etc.)?

What will the theme of your campaign be? _____

What medium(s) will you use (posters, a video, ads, news stories, a one-act play, etc.)? _____

How will you reach your target audience (post on bulletin boards, ads/stories in school paper, school and community cable channels, school website, etc.)? _____

Use the space below to sketch your ideas for your campaign.

Challenge:
Take your campaign a step further by contacting the editor of your community newspaper or the director of your community cable television station to see if you can submit an article or a video about your campaign.



Work with your team to combine your ideas and make the best plan that you can. Then, decide how your team will present it to the class. You'll want to convince your classmates that your team's plan is the one that will become the class project!

