

A Musical History of Modern Black Britain in 28 Songs



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Illustrated by Ngadi Smart

# Additional resources for teaching

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# Key themes and discussion points (in no particular order)

	Discussion questions	Key songs
Stereotyping	<ul> <li>Why are black communities stereotyped?</li> <li>How are different groups within the black community stereotyped in different ways?</li> </ul>	<ul><li> 'Black Boys'</li><li> 'Black'</li><li> 'It Takes More'</li></ul>
Urban poverty	<ul> <li>What are some of the effects of poverty in urban areas?</li> <li>How does poverty contribute to wider social problems?</li> </ul>	'Ghost Town'     '21 Seconds'
Generations	<ul> <li>What unites the global black community over history?</li> </ul>	<ul><li>'1980'</li><li>'Pass the Dutchie'</li></ul>
Immigration	<ul> <li>Why do people choose to move to a new country?</li> <li>What makes moving to new country difficult?</li> </ul>	<ul><li> 'Immigrant'</li><li> 'London Is the Place for Me'</li></ul>
Legacy	<ul> <li>What has united black British communities throughout time?</li> <li>What is special about the relationship between black Britain, America, Africa and the Caribbean?</li> </ul>	<ul> <li>'Let's Have Another Song'</li> <li>'Black'</li> <li>'Bad Young Brother'</li> <li>'Azonto'</li> <li>'Shape of You'</li> </ul>
Prejudice	<ul> <li>How do you think the history of racism contributed to prejudice in modern Britain?</li> <li>What has been the role of the British Empire upon racial prejudice?</li> </ul>	'Immigrant'     'Black Boys'
Racial inequality	<ul> <li>Has racial inequality improved over time? If so, how?</li> <li>What are the biggest barriers to racial equality?</li> <li>What role has the British Empire played in racial inequality?</li> </ul>	<ul><li> 'Ghost Town'</li><li> 'Black'</li><li> 'Back to Life'</li></ul>
Protest	<ul> <li>What leads people to protest against the government?</li> <li>What are the kinds of conditions that can lead to protest?</li> <li>When is protest a good thing?</li> <li>Is protest dangerous? Why?</li> </ul>	<ul> <li>'POW!'</li> <li>'Vossi Bop'</li> <li>'Sonny's Lettah'</li> <li>'Electric Avenue'</li> <li>'Black and Ready'</li> </ul>
Discrimination	<ul> <li>Does discrimination affect different groups in different ways?</li> <li>What is the role of the government in discrimination against black communities?</li> </ul>	<ul><li> 'Immigrant'</li><li> 'Little Baby Swastikkka'</li><li> 'Cockney Translation'</li></ul>
Celebration	<ul> <li>How has black culture become so popular in mainstream culture?</li> <li>What is powerful about the history of black Britain?</li> </ul>	<ul> <li>'Sweets for my Sweet'</li> <li>'Pass the Dutchie'</li> <li>'Black and Ready'</li> <li>'Black'</li> <li>'Re-Rewind'</li> <li>'No Carnival in Britain'</li> </ul>
Black femininity	<ul> <li>What are some of the pressures that have faced black women in particular?</li> <li>How does stereotyping affect black women, historically?</li> </ul>	<ul><li>'It's a Shame'</li><li>'It Takes More'</li></ul>

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# High five

Take a song of your choice (or one from the Musical Truth playlist) and use the following system to think of ideas related to that song. These ideas can then be:

- Shared in discussion
- Written up into mini-essays
- Compiled and turned into a presentation, speech or video

# Raise a hand:

- Thumb = the best thing
- Index = the point
- Biggest finger = the biggest thing
- Ring finger = call a friend/ ask a question
- 'Pinky' = the promise

This is one way of analysing songs. For example:

# 'World in Motion' - New Order (1990)

vvoila ili iviotio	ii – New Order (1990)
Thumb = best	The dance he's doing in the video. It's very joyful. It makes England seem
thing	broader and more accepting that it had been in the past.
Index = the	To bring pop culture, and black music, in line with mainstream football
point	culture, as well as uniting the whole country. A celebration for England at
	a time when the country was suffering social problems. (Riots in the 80s,
	high unemployment)
Biggest finger	It was a world cup anthem that focussed on one of the country's most
= biggest	famous black players, at a time when racism was still commonplace in
thing	football. It was a heroic moment for John Barnes.
Ring finger =	How did John Barnes end up on the song in the first place, let alone
call a friend/	having a whole verse?
ask a	Answer: He had a rap off with other players and he had been rapping
question	since he was 17!
'Pinky' = the	I promise to always remember that England can be united through sport,
promise	music and culture in this way. Music can save us. Something to celebrate
	and uplift.

# **Word filter**

- Listen to a chosen song from the Musical Truth playlist.
- Write down any words that jump out to you, for any reason. Try to write as many words as you can.
- When finished, look through your list and select the 5 most important words.

This can be the basis for further discussion and exploration.

EXPLAIN: What do these words mean, to you? Use synonyms to help develop your understanding.

COMPARE: Do any of your words go into natural groups? What do these groups reveal about the song? Are there any contrasting or very different words?

JUSTIFY: Which words are most important and why?

CREATE: Create a spider diagram from your chosen words. Think about the connotations of each word.



# Easy question/Hard question

- Listen to a song from the Musical Truth playlist.
- Come up with three questions of your choice. Use a question matrix to deepen your questioning.
- They can be any combination of easy and hard to answer.

	<b>Th</b>	e Qu	estion	Mat	rix			
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Higher		How	4					

# Share questions:

- With peers, swapping questions as you go.
- In role, answering the questions as if you are the recording artist

# Historical research: scavanger hunt

Choose a song from the playlist. Find the following information:

- Who were leading politicians/ world leaders at the time?
- What was in the newspapers when the song was released?
- What was the most popular film of that month/ year?
- What were some of the bestselling products of the time?
- How old was the recording artist at the time of recording?
- Was anything invented in that year?
- What were three famous historical events from that year?
- Was anyone famous now born in that year?

# Strategies for active reading

### Question:

- What questions come to mind during reading?
- What questions are you left with at the end of reading?
- Why do the characters do what they do?
- What has caused these events to happen?
- What don't you understand?
- What don't you believe? Why?

### Visualise:

- Write a simile for something you have read...
- Write a metaphor for something you have read...
- Personify something you have read...
- Draw a picture to represent what you have read...
- Describe what you have read to a partner...

### **Predict:**

- Read, Stop, Predict: What happens next? How can you justify your prediction?
- What are the important facts? What will happen to these facts as the book progresses?

### **Connect:**

- Can you make any connections and links between facts in the text?
- Can you make links to your own life? Any anecdotes/ experiences that link to what you have read?
- Can you make links to other texts? (literature/films/ stories/ events/ reports)

### **Respond:**

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- Mood tracking: list each new mood as the text progresses...
- What does the text say to you?
- What is the tone of the text?
- Conflicts: are there any conflicts in what you are reading? (between characters/ situations/ ideas/ events)
- Symbolism search: are there any symbols in what you are reading?
- What is the theme or topic of the text? (there should be more than one)

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# Active reading: mini projects and tasks

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t what will  After reading part of the book, write down what you think will happen in the next chapter and explain why (what clues have you found?).  After reading three chapters, write down what you think will happen in the next chapter and explain why (what clues have you found?).  After reading some of the book, go back and find the writer has explain why (what clues have you why.  After reading some of the book, go back and find the writer has gover sory the same there and explain how it would end in the story about the same there as your story that are raised in your text.  Insportant ldeas (themes, issues)  Inamortant ldeas (themes, issues)  Inamortant ldeas (themes, issues)  Inamortant ldeas (themes, issues)  Inamortant deas (the the sequel of the book, gobat had while the sequel of this book hefore with a similar them.  Inamortant will happen in the enext explorer with a similar theme.  Inamortant deas		importance	happen in volle text	adding the music	development	creative as your text, be as	effective/representative of the hook
ise         Draw a portrait of your favourite character and explain size         Draw a portrait of your favourite character and explain whether you end adustrit.         Draw a portrait of your gearned from your text.         Draw a map of the same there as your story not and give a star rating.         Urite a hundred words explaining whether in next explore important thing that you have chosen in next.         After reading three chapters, breading three chapters, and find the predict who is going to be the book, go back and find the the sequel of this book. After reading some of the book, go back and find the writer has sunder into a rade find the writer has clues that the writer has some demand end and explain why.         After reading some of the book own in and find the wook in and find the warder reading the whole book in and find the writer has some and find the writer has some demand end on the story about the writer has placed in the sto			:	•	complication, climax and		than the original.
Anter reading betto, with will happen in the next chapter and explain why (what clues have you fedict who is going to be five happen in the next chapter and explain why (what clues have you found?).  Ise  Draw a portrait of your favourite about end of your ead of the sook or magne about it ext.  Write a hundred words explaining whether you enjoyed the book or not and give a star rating.  Alter leading betts, book going to be the predict who is going to be the hook irrangine your book ok made into a series.  Storyboard the bit at the story about the story about a series.  Storyboard the bit at the story about the how it would end of an episode that gives the audience a taste of what will happen in the next end fan explain why you have chosen them.  This book should be read whether you enjoyed the book or not and give a star rating.  Alter leading your book book and explain book irrange your book or into a series.  Storyboard the bit at the story about the most the end of an episode that gives the audience a taste of what will happen in the next explain why you have chosen them.  Storyboard the bit at the owite how it would end (foreshadowing).  Storyboard the bit at the story about the how it would end (foreshadowing).  Power Year's resolutions might theme.  Write a poem about the most theme.  Draw a map of the setting of your of the set the text is so important.  Write a poem about the most them.  Create a success criteria for what will book and explain why would the present theme.  Write a poem about the most of this book and why.		After sonding port of the book	After recoding three chapters	After sonding compositho	resolution.	Weite the first charter to	
happen in the heavet chapter and explain why (what clues have you why.  Record and discuss the three most important ideas (themes, issues)  Ise  Draw a portrait of your favourite about the whether you enjoyed the book or not and give a star rating.  Write a hundred words explaining why (what clues have you wald explain why (what clues have you have chosen happen in the reading because  Write a hundred words explaining why (what clues have you have chosen happen in the round).  Storyboard the bit at the end of an episode that will happen in the important deas (themes, issues)  Find ten other books that explore the same themes as your story and explain why you have chosen them.  Find ten other books that explore the same themes as your story and explain why you have chosen them.  Find ten other books that explore of what will happen in the ent they on the two with another by the same paintings that represent them.  Find ten other books that explore of what will happen in the ent chose how would them.  Find ten other books that explore of what will happen in the ent to sook before the with another by the same paintings that represent them.  Were year, what ten New with another by the same author or with a similar you have chosen with another by the same element of the text you have read and explain why you have chosen them.  Write a hundred words explaining why the setting of your Create a success criteria for create a success criteria for create and explain where you would explain where you	Predict what will	After reading part of the book,	After reading three chapters,	After reading some of the	After reading the whole	Write the first chapter to	Did the story end in the way you have
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found?).  In the themes record and discuss the three most that are raised in your text.  In that are raised in your favourite character and explain something about it.  Write a hundred words explaining whether you enjoyed the book or not and give a star rating.  In the same themes as your story that explore that are raised in your favourite character and explain something about it.  Into a film.  Into a f		explain why (what clues have you	why.	Storyboard the bit at the	placed in the story about		the key turning point in the story and
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