I'M FREE

Subject: English, PHSE

Key question/Goal: to connect with Elsa's feeling of strength & freedom in "Let it Go"

Objectives: Students will…

- Examine the lyrics of 'Let It Go' by applying principles of song writing such as rhythm, rhyming, sequences and structure.
- Identify a personal strength.
- Write original lyrics based on a personal strength.

Introduction
After fleeing Arendelle, Elsa yields her power to build an ice castle, a place she feels most free. The lyrics of 'Let It Go', written by Kristen Anderson-Lopez and Robert Lopez, communicate the strength and freedom Elsa experiences after years of fearing the power within herself. By writing their own lyrics, students will explore the power of their own strengths. .

Warm Up: Lyrics as Poetry
Write the following lyrics on the board:

> *"It's funny how some distance makes everything seem small*
> *And the fears that once controlled me can't get to me at all;*
> *It's time to see what I can do; To test the limits and break through;*
> *No right, no wrong, no rules for me; I'm free"*

Read the lyrics aloud and ask the class to suggest what they might mean. Next, explain to the class that 'Let It Go' celebrates the strength and power within Elsa that she's previously feared. Facilitate a brief discussion about lyrics being poetry set to music, often used in theatre to tell a story. Ask the students what they notice about the language choices and rhyming structure in 'Let It Go.'

Main Activity: Write Original Lyrics
Explain that Elsa uses her power to build an ice castle. Ask each student to discuss an imaginary place they would build with their own personal power. Encourage students to choose a power based on a personal strength or personality trait of their choosing. Working in pairs, instruct students to take turns describing their places and their powers. While one student shares, the other should write a list of all the adjectives used to describe the place and all the verbs relating to the power. Then, have students use the lists as inspiration to individually write a verse of lyrics for their personal 'Let It Go' moment. Invite students to share aloud and encourage students to celebrate each piece of writing; it takes a lot of strength to share original work!

Ask students to consider how their song might be performed, this could be in a particular place or time as well as the costume, mood, facial expression and actions of performer

Reflection
Facilitate a brief discussion using the following prompts:
- What principles of song writing have we explored, lyrics, melody, structure, sequencing?
- What did you discover about the process of writing lyrics?
- How would you react if you discovered your power was negatively impacting others?
- What are some similarities among the powers of our class?

Variations:

OLDER: If you are working with older students, challenge the students to choose a personal strength that perhaps they once feared. In the main activity, encourage students to write a chorus in addition to a verse. In the reflection, ask students to identify a style of music for their composition.

YOUNGER: If you are working with younger students, consider reducing the length of the lyric to a rhyming couplet. In the main activity, encourage students to first draw their imaginary place before discussing words to describe it.

HOMESCHOOL: If you are working with a homeschool student, provide the option for the student to write original lyrics from the perspective of a friend or family they respect. In the main activity discussion, have your student identify a descriptor beginning with each letter of the alphabet.

ENGLAND

UK CURRICULUM LINKS

	KEY STAGE 2	KEY STAGE 3
PSHE Health and Wellbeing	About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
	To recognise their individuality and personal qualities	
	To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	
ENGLISH Spoken Language	Participate in discussions, presentations, performances, role play, improvisations and debates	Using English confidently in a range of formal and informal contexts, including classroom discussion
	Listen and respond appropriately to adults and their peers	Giving short speeches and presentations, expressing their own ideas and keeping to the point
ENGLISH Writing	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Writing stories, scripts, poetry and other imaginative writing
	In narratives describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Consider how their writing reflects the audience and purpose for which it was intended

WALES

	KEY STAGE 2	KEY STAGE 3
PERSONAL AND SOCIAL EDUCATION	Explore their personal values	Develop an insight into their values
	Feel positive about themselves and be sensitive towards the feelings of others	Develop positive attitudes towards themselves and others
ENGLISH Oracy	Communicate for a range of purposes	Communicate for a range of purposes
	Speak and listen individually, in pairs, in groups and as members of a class	Speak and listen individually, in pairs, in groups and as members of a class
	Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate	Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
	Listen and view attentively, responding to a wide range of communication	Listen and view attentively, responding to a wide range of communication
ENGLISH Writing	Write for a variety of purposes	Write for a variety of purposes
	Produce poetic writing, using imagery and poetic devices	Produce poetic writing, using imagery and poetic devices
	Use a wide range of written and dynamic stimuli	Use a wide range of written and dynamic stimuli

NORTHERN IRELAND

	KEY STAGE 2		KEY STAGE 3
PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING	Identifying their current strengths and weaknesses	Learning for Life and work – Personal Development	Explore and express a sense of self
	Developing self-awareness, self-respect and their self-esteem		
LANGUAGE AND LITERACY Talking and Listening	Participate in group and class discussions for a variety of curricular purposes	Language and Literacy	Writing and presenting in different media for difference audiences and purposes
	Know, understand and use the conventions of group discussion		Participating in a range of drama activities
	Prepare and give short oral presentation to a familiar group		Develop an understanding of different forms, genres and methods of communications and an understanding of how meaning is created
			Talking to include debate, role-play, interviews, presentations and group discussions
LANGUAGE AND LITERACY Writing	Write for a variety of purposes and audiences		
	Express thoughts, feelings and opinions in imaginative and factual writing		
	Understand some of the differences between spoken and written language		

SCOTLAND

	SECOND	THIRD
HEALTH AND WELLBEING	I recognise that each individual has a unique blend of abilities and needs	I recognise that each individual has a unique blend of abilities and needs
LITERACY AND ENGLISH Listening and Talking	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience	I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience
LITERACY AND ENGLISH Writing	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life	Having explored the elements which writers use, I can create texts in different genres