

ALL YOU NEED IS LOVE

The iconic Beatles song poses a strong argument that's worthy of enquiry from infants upwards but there's also an interesting story behind the song.

The Beatles were invited to perform for the first live international television show to be broadcast by satellite, in June 1967. The project itself makes for interesting reading and you can find full details here: [http://en.wikipedia.org/wiki/Our_World_\(International_TV_special\)](http://en.wikipedia.org/wiki/Our_World_(International_TV_special))

The United Kingdom's contribution was the song 'All You Need is Love', written by John Lennon & Paul McCartney. It was written especially for the broadcast and intended to convey the importance of love, particularly as the Vietnam War was at its height at the time of the broadcast. A video of the performance can be found here: <http://www.youtube.com/watch?v=r4p8qxGbpOk>

As stimuli for enquiry, both the song and the broadcast are individually rich but when combined make a very powerful resource. Here are a few questions you might like to think about should you use either or both.

- Why was the subject of love chosen for the broadcast?
- Could there have been a different subject? If so, what message might it convey?
- The opening line is 'There's nothing you can do that can't be done' – what does this mean?
- If you had to choose a song for a modern-day equivalent of the broadcast, which would it be? Why would that be a suitable choice?
- If we could only have one thing, should it be love?
- What's the same about 'love' and 'like' and what is different?
- Is the love you have for chocolate cake the same love you have for a person?
- Was this global satellite broadcast an important event? If so, for what reason(s)?
- We can now speak to people at the other side of the world in an instant. Is this a good thing?
- Given that 50 years ago this type of broadcast was not possible, but now it's commonplace, what might be possible in another 50 years?

A few thoughts to be going on with there. If you'd like a musical warm-up to start the enquiry, try this one. Clap a 4-beat rhythm for the class to repeat after you. Once they're doing it in unison, clap a range of different ones, with the pupils repeating each one. Then tell them that the first one you clapped is now the 'forbidden rhythm' (remind them of it) and any time they hear it, they stay silent. Clap a selection of rhythms again for them to repeat, slotting the forbidden one in every now and then.

More music another time...