

Music producer ilā: Can AI make us more human?

This resource consists of an inspirational film about music producer **ilā Kamalagharan (ILĀ)**, an article outlining their journey with AI technologies, and further information about the AI tools seen in the film.

Before watching the film

Ask pupils to make a list of some of the ways AI tools might be used in music creation and production.

After watching the film

Vocabulary check

Ensure that pupils understand all the technical vocabulary used in the resource - you could create a class glossary to clarify the meaning of any new or specialised terms.

Roles & Jobs

These films are based around an interview with someone who is using AI to transform the world around them. This is an opportunity for young people to think about how they might do the same, perhaps in a similar field.

- Start by clarifying what ILĀ does – what does the job entail and how does AI technology fit in?
- Then move on to discuss more specifically the AI tools they are using, what they do and how they do it.

Discussion

The resources could be used as a starting point for paired and small group discussions. Provide some suggested talking points to get the conversation started.

- How could you use AI technology to compose new music ethically?
- How transparent should musicians be about using AI tools in their work?
- Should we be getting consent from musicians whose work has been used to train AI models?
- What other ways could AI technology transform the music industry?

Drama & Role play

The resources could be used as a stimulus for pupils to engage in short role play scenarios, exploring some of the discussion points in more detail. For example, pupils could role play a conversation between an AI music app developer and a musician who feels that their work has been used in an AI tool without their consent.

Other activities

Pupils could create a mind map, collecting together some of the ideas and information from the resource and grouping and organising them under their own categories and headings.

CURRICULUM LINKS

The activities above link to the following statutory RSE, Health Education and Citizenship subject content for KS4:

Statutory KS4 subjects	Pupils should know:
RELATIONSHIPS EDUCATION: Online and Media	<ul style="list-style-type: none"> Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. How information and data is generated, collected, shared and used online.
HEALTH & WELLBEING: Internet Safety and Harms	<ul style="list-style-type: none"> How to be a discerning consumer of information online.
CITIZENSHIP	<ul style="list-style-type: none"> The legal system in the UK, different sources of law and how the law helps society deal with complex problems. (Specifically for this resource the law around copyright)

LINKS TO OTHER SUBJECTS

MUSIC

Curriculum content links

Pupils could explore what it means to **“realise music using music technology”** as mentioned in the Perform element of the GCSE Music curriculum content and how the use of AI tools might affect performance. Who is performing - the musician or the AI tool or technology?