



BEHIND THE MUSIC

Behind the Music 2000

VH1 Music Studio
Cable in the Classroom

Lessons for Middle and High School Music Classes
(Lessons can be adapted based on the level of students)

Lesson 1 Influences on Musical Styles

Note to Teachers: Parts of the content of these programs may be found, in many communities, to be inappropriate for classroom use because of references, consistent with the era, portraying sexual, political, and violent lyrics and acts. Many sections, however, provide educational content to enhance the music and interdisciplinary curriculum. Please review this program before presenting it to your students and choose sections that enhance your curriculum and are acceptable for use in your classroom

Objective

Students will discuss music of other eras

Students will discuss the influence of elements such as politics, social events, etc. on music of the time

Students will discuss the cause and effect of musical diversity

National Standards 6, 9 – Listening to, analyzing, and describing music; Understanding music in relation to history and culture

Materials

VHS VCR Player

Television

VH1 Behind the Music 2000, start at beginning of video, cut before comments by Frank Lang

Web-based lesson materials

Teacher selected excerpts of recordings representative of various eras in music, such as:

Renaissance (Palestrina, Tallis, Monteverdi, Byrd, etc.)

Baroque (Vivaldi, Handel, Bach, etc.)

Classical (Mozart, Beethoven, etc.)

Romantic (Faure, Debussy, etc.)

Teacher selected excerpts of recordings of pop music from the year 2000 (i.e. Madonna, Jewel, Sting, etc.)

Procedures

1. Play selected recordings of Renaissance, Baroque, etc. music in the background as students enter the classroom
2. As students take their seats, ask them to comment on the music that has been playing. Who are the composers, and during which era were the pieces written?
3. Ask students how they might have found out about the Renaissance, Baroque, etc. styles of music being played when they entered the room had they lived in the time period during which the music was composed.
4. Ask students to think about the year 2000 and recall some of the pop artists to whom they listened. Ask students how they found out about this music. Was it through the radio? Word of mouth? Television? Live performances? Other means?
5. Explain to students that various influences affect the styles of music that are created and become popular (social events, political events, personal experiences, technology, etc.) Create a chart such as the following to be completed throughout the lesson:

| Influence | Era | Era | Era | Era |
|-------------------|-----|-----|-----|-----|
| Politics | | | | |
| Society | | | | |
| Technology | | | | |
| Audience | | | | |
| Styles | | | | |

NOTE: This lesson could easily be adapted for interdisciplinary use by working in conjunction with history or humanities teachers. Musical selections may be chosen to correspond to the time period(s) students have, or are currently studying

6. Choose a genre of earlier music (baroque, classical, etc.), and add it to the chart. Play selected excerpt from recording of music for that style. Lead students in a discussion about the type of lifestyle that would have been typical of that era, and fill in the chart. If interdisciplinary elements of the lesson are being used, ask students to recall what they learned about this time period in their History/Social Studies class. Was the political structure as complicated? Were people's lives complicated? What was the woman's role in society? What technological or other means were available for disseminating music? What audience might the composers have been able to reach?

7. To complete the "Styles" squares in the chart, ask students to list the various styles of music that may have been in existence during that era. Suggest to students that the music they heard in the recording was the "pop" music of the era. What type of music might have been less "mainstream" (folk, wandering minstrels, etc.)?

8. Choose another genre of classical music, chronologically later than the previous selection, play an excerpt, and repeat the discussion. When filling in the chart, add the musical styles from the previous genre to the current list, explaining to students that those styles of music are still in existence, despite the emergence of new music. What changes took place from one era to the next?

9. Ask students to comment on the ways in which changes (politically, socially, technologically, etc.) over the generations have contributed to changes in music. (See History of Rock and Roll lesson "Influences of Technological Advances on Popular Music" @ <http://www.vh1musicstudio.com/supplies/specials/rr-history-7.html>, for additional resources.) Use the following as needed:

Our music mirrors us. It emerges from the social fabric of our culture to speak directly to all our differences. Taken piecemeal, it can be narrow in scope and limited in how well it reflects us. Taken collectively, it provides a fairly accurate picture of American life today. As our culture has become more visual, so too has our music. As we have become more urbanized, our music has changed to serve the dynamic juxtaposition of different ethnic groups, classes, and lifestyles that abound in our cities. As our culture has become more global, our music has absorbed and combined musical elements from many cultures. Popular and classical music have both reached out to communicate to a broader public, particularly the younger generation, in all its variety.

Our music is becoming more democratized. In the vast diversity of its styles it tries to accommodate everybody. The conglomeration of people has produced an abundance of musical styles. No group seems to be left out. There is something for everybody, and people generally seek out their own musical common denominator. It is a paradox of today's music that it reflects our narrow and separate individualities and, at the same time, our broad and cosmopolitan oneness.

Excerpted from *Music! Its Role and Importance in Our Lives*,
by Charles Fowler

10. Draw students' attention to the earlier discussion about types of music popular in year 2000, and tell them that they are now going to view as segment of the VH1 program, "Behind The Music 2000." Ask the students to make note of at least three popular music styles and what the commentators say influenced the creation and popularity of the music, and be prepared to discuss after viewing the video.
11. Show *Behind the Music 2000*, starting at beginning of video, cutting before comments by Frank Lang
12. Ask students to identify the styles of music popular in 2000 that were discussed in the program, create a "2000 era" column on the chart, and add the styles. Play musical excerpts for students, and complete the chart by discussing the political atmosphere of the time, trends in society, technological developments, etc., as well as the audience that could be reached and the various styles of music. (Remember to carry the previous style list on to each era that follows.)
13. Lead students in an analysis of the chart they have completed.
 - a. How has the political atmosphere changed (broadening of political arena, expansion into world politics)? Has it become more complex (numerous issues, many cultures)? How have the issues diversified? Has this influenced the variety of music that is produced and becomes popular?
 - b. How have society and the accepted norms changed? Have the levels of economic status changed or broadened? How are women accepted in society? In what ways have people and society diversified?
 - c. Discuss technological advancements and how they directly affect the dissemination of musical styles and the audience that can be reached. How does today's technology allow for broader recognition of artists and their music? How does this help diversify music?
 - d. How do the elements of the chart sum up to an increase in the number of musical styles? Why does each era also include the musical influences of the eras before?
14. In the video, differing ideas are expressed about the appeal of pop music. Some feel that certain generations are "left out", while others enjoy the many options available in music. Discuss this thought with students.
15. Explain to students that musical styles and choices are not limited by the popular music of the day, and the music of previous generations is still being performed and listened to in other arenas. Ask students to list all styles of music that come to mind, encouraging them to think outside the realm of pop music. Acceptable answers that might not have been considered previously include: jazz, gospel, classical (early music, vocal, instrumental, contemporary, etc.), musical theater, new age, ethnic, dance, etc.

Lesson One is derived from Strategies for Teaching: Middle-Level and High School Keyboard (MENC: 1996).



VH1, in partnership with Cable in the Classroom, collaborated with MENC: The National Association for Music Education to develop this series of lessons.