



# 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 2 Music in Advertising

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 the influence of music in advertising, and the effect of advertising on music and the artists  
Students will discuss ways in which artists have adapted to the changing marketplace in order to achieve success

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, entire third segment

Web-based lesson materials

Teacher selected recording of Aaron Copland's "Rodeo", or other highly recognizable piece used in advertising

# Procedures

1. As students enter the classroom, have Aaron Copland's "Rodeo," or a similar piece of music, used in a current commercial advertisement.
2. When students are seated, ask them what they first thought of when they came into the room. (Students will probably connect "Rodeo" to the beef ad campaign, or ad in which the selected piece was heard.) Ask students if they know the title of the piece of music, and the composer.
3. Lead students in a discussion about the importance of music in advertising. Explain that music has been used for decades to market products, and suggest a few companies that have had memorable jingles, such as McDonald's, Oscar Mayer, etc. Suggested activity: Demonstrate to students how music helps to influence a potential buyer by singing the beginning phrase of a commercial jingle most likely to be recognized by today's students (Chili's Restaurant "Baby back ribs...", Burger King Restaurants "Have it your way...at Burger King now!", Campbell's "Mmm, Mmm, good", McDonald's "We love to see you smile!", etc.) Have the students name the product or company, and/or sing the next line of the jingle in response.
4. Show Behind the Music 2000, entire third segment.
5. Lead students in a discussion about the idea that music is a product and the marketing of it is as important as the music itself. How has music become "like a product" (advertisements for recordings, commercials, groups created by record companies to meet a "need", videos, "packaging" of artists, etc.)? What characteristics of an artist attract people so they become "fans"? Is it their look, their style of dance, their costumes, their musical style, their musical talent? Are there any groups or artists they feel would not have made it without marketing their "image?"
6. Guide students in an evaluation of the effect of radio play on the career of an artist. Use the statistics below as needed. Do all artists fall into a category? Do the students discover artists primarily by hearing their music on the radio? Are there other venues through which they find musical interests?

Radio Format Popularity  
Percentage of All Commercial Stations in the Nation's  
170 Largest Markets

Other	0.4%
Jazz/new age	1.6%
Classical	1.6%
Religion/gospel	2.1%
Nostalgia/big band	3.3%
Hispanic	3.4%
Middle of the road/full service	4.4%
Easy listening	6.2%
Black/urban	9%
News/talk	9.9%
Country	11%
Album rock/classic rock	13.5%
Top 40/contemporary hit radio	15%
Adult contemporary/oldies	18.6%

Excerpted from Music! Its Role and Importance in Our Lives,  
by Charles Fowler, copyright 1994

7. Lead students in a discussion about corporate sponsorship and promotion using well-known athletes, musicians, celebrities, etc. How does commercial advertising with Olympic athletes, for example, compare to advertising with pop artists? Why would some people consider this “selling out”?
8. Artists such as Moby have allowed companies and filmmakers to use their music in their films and advertisements. How has this affected their popularity? Ask students if they feel that promoting their music through these other markets is a successful alternative for today’s artists. Is there a difference between an artist being approached by a corporation to advertise a product through performance or use of their music, and an artist approaching a company and offering their music for use in one of the company’s commercials? Is this a positive or negative direction for the music industry to be pursuing?
9. Divide students into small groups, and assign each group a product currently on the market (restaurants, foods, personal items, automobiles, etc.). Ask students to write a commercial for the product, using the music of the artist or composer of their choice. Encourage them to think beyond pop music, and try to include classical artists, jazz musicians, musical theater, etc.
10. Ask students to present their ideas to the class, explaining their reasons for choosing that particular artist or music. Is it because of their popularity, musical style, talent, look, audience they reach, 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.