



VH1 Fan Club
Dave Matthews Band
VH1 Music Studio
Cable in the Classroom

Lesson for Music Classes, Grades 7-12

Lesson 2

Note to Teachers: The programs viewed in conjunction with these lesson plans may include references, consistent with the eras portrayed, to substance abuse, violent acts, and topics of a sexual and/or political nature. Because this may be considered inappropriate for classroom use in some communities, you are encouraged to review the programs before presenting them to your students, and if necessary, choose those sections that enhance your lesson and are acceptable for use in your classroom

 **Objective**

- Students will reflect upon the diversity of American culture and music, and connect this diversity to the music of Dave Matthews Band.
- Students will discuss diversity as it pertains to their own lives.
- Students will reflect upon emotional connections to music and create lyrics that emphasize such.

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Materials

- VHS VCR Player
- Television
- Audio playback equipment
- VH1 Fan Club: The Dave Matthews Band program
- Web-based lesson materials
- Copies of Lyric Worksheet (included with lesson) for students
- Pencils/Pens and paper (students)
- Teacher selected recordings from the following Dave Matthews Band albums (see Supplemental Resources): Remember Two Things, Under the Table and Dreaming, Crash, Before These Crowded Streets, and Everyday (Teacher should choose songs which would be most appropriate for their individual lessons based on descriptions listed within the lessons.)
- Student selected songs from homework assignment in Lesson 1

Prior Knowledge:

- Students are familiar with musical terms and understand the basics of melody and rhythm.

Procedures

1. Begin class by asking students to write down one adjective describing the emotion that they are feeling at that moment. Next to the adjective, have students list one song that would describe that emotion, whether through melody, lyrical content, or both. If appropriate to the class, ask students to write down the emotion(s) they felt on 9-11-01, and next to the emotion(s), one song that provided comfort or understanding of that feeling.
2. Lead students in a discussion of how the diversity of world cultures and beliefs can lead to both conflict and unity. At times, differences can bring ideas and peoples together; other times, they can be torn even farther apart. What comforts you during times of conflict? What inspires you during times of joy?
3. Show VH1 Fan Club: Dave Matthews Band, Segment with Columbine High School graduate, Sarah (beginning at 13:00, ending at 24:00).
4. After viewing, encourage students to voice feelings and opinions about the concept of music as a source of comfort and healing.
The music of Dave Matthews Band not only has healing power for some, but is emotionally inspiring in other ways as well. Some examples of songs with other meanings that may be used as models are: “Dancing Nancies” (from Under the Table and Dreaming – focus on optimism and self-confidence), “The Best of What’s Around” (from Under the Table and Dreaming – focus on friendship), “Pig” (from Before These Crowded Streets – focus on living life to the fullest), “Everyday” (from Everyday – focus on loving and accepting one another), and “I’ll Back You Up” (from Remember Two Things – focus on love lost, quintessential “broken-hearted” song).

5. Distribute Lyric Worksheet to students (see below). Project: Students will compose their own lyrics to a familiar melody using the chorus of one of their favorite songs (brought in to class as homework assignment from Lesson 1). Have students choose one of the songs by selecting the one that has a rhythm and melody most compatible with the emotion they identified at the beginning of the class, and then elaborate on that emotion through their lyrics. Teacher must state that rhythmic and melodic integrity must remain within the song, although the contour may be altered slightly to fit new lyrics.

6. Have students perform their lyrics for the class, singing along to their accompaniment or singing a capella. While students are presenting, classmates should be taking notes of the different emotions and/or topics displayed by the projects (may be written in "Additional Notes" area of worksheet or on separate paper).

7. To close, restate the concept of music as an emotional outlet or "comfort zone". If time allows, encourage student input and critique student projects in a positive manner.

LYRIC WORKSHEET

Today I am feeling _____.

The melody my lyrics will be sung to is _____.

Original lyrics of the chorus:

New lyrics based upon present emotions:

Additional Notes:

Supplemental Resources:

- Official Dave Matthews Band Web site www.dmband.com
- Band history, biographical information, etc. www.dmbcrash.com
- General information about American music (jazz, pop, blues, etc.) www.American-Music.org

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2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.



These standards-based materials are provided through a partnership with MENC: The National Association for Music Education. This lesson plan was created by MENC member Amy Rosenthal, Vocal Music, Cayuga Elementary, Lake Grove, NY.