



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

Lesson for Music Classes, Grades 7-12

Lesson 3

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 discuss the impact of cultural diversity in the world around us, how it shapes conflict and unity, and relate the music of Dave Matthews Band to these societal issues and their own experiences.
- Students will compare the music of Dave Matthews to other musical genres.

National Standards:

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 “Musical Sundae” Worksheet (included with lesson) for students
- Pencils/Pens (students)
- Teacher selected recordings of personal favorites, using any genres (Classical, Romantic, Jazz, Country, etc.)
- 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.)

Prior Knowledge:

- Students are able to use proper musical terms to discuss dynamics, instrumentation, mood, etc.

Procedures

1. As students enter classroom, distribute three blank “Musical Sundae” worksheets to each person. Lead students in a discussion of unusual combinations using food comparisons. For example:

Begin with an evaluation of chocolate covered pretzels. Pretzels alone are a great snack: salty, crunchy, satisfying. Chocolate by itself is delicious: sweet, creamy, indulging. At first, the idea of combining something salty and something sweet sounds disgusting, however, if you’ve ever eaten a chocolate covered pretzel [insert any similar food comparison], it does taste surprisingly good. This is similar with different flavors of ice cream. At one time, the only available flavors were chocolate, vanilla, and strawberry, which didn’t leave much to the imagination. Now, there are so many different flavors, there are times when combinations one would never even dream of become the most delectable creations.

2. Remind students of the previous discussions about diversity in terms of American culture, American music, and the music of Dave Matthews Band. Show VH1 Fan Club: Dave Matthews Band, Segment with Talicia (beginning at 5:00, ending at 12:30).

3. Lead students in a discussion of Talicia, who, like some of the unusual food combinations mentioned earlier, is an uncharacteristic fan of the Dave Matthews Band. However, her energy and love for the music is very evident, emphasizing the fact that music has the capability of breaking down the barriers of stereotypes and prejudices. Create a “Musical Sundae” of Talicia, using the example “Talicia Sundae” below (two bottom scoops represent contrasting aspects of Talicia, top scoop represents Talicia as an individual).

4. Suggest to students that, like Talicia, we are all comprised of different elements that mold us into the people we become. Using their first “Musical Sundae” worksheet, students should label two aspects of themselves that seem different (two bottom scoops), but that make them the individual they are (scoop on top). Beneath the dif-

ferent aspects, students should designate a specific song that expresses this individual trait.

5. During the program, Dave Matthews states, “If you were exposed to all kinds of music, maybe you wouldn’t listen to only one style of music.” Music can have a lot of influence in our lives and on our personal development. Guide students in discussing Talicia’s use of the music of Dave Matthews Band to encourage her friends to listen to music that is unfamiliar.

6. Introduce students to musical styles chosen by the instructor to which they might become open to enjoying (Jazz, Classical, etc.) Play at least two contrary musical selections of teacher’s personal favorites for students (e.g., Mozart flute concerto in D major, K.314, movement II, and Renee Fleming’s version of “O Mio Babbino Caro” by Puccini). Ask students to analyze instrumentation, dynamics, and mood, listening with an open mind and willingness to learn something different. Compare and contrast the different instrumentations and dynamic choices. NOTE: If students have previously learned the mechanics of a specific musical genre (i.e. Mozart’s music uses a lot of technical agility), point out common threads between the teacher favorite and a Dave Matthews Band piece (i.e. the solo saxophone riffs in “Proudest Monkey” from Crash).

7. One example of generosity we have already witnessed concerning the members of Dave Matthews Band was the reaction to the Columbine shootings. Members of the Dave Matthews Band are also extremely ecologically conscious (see below for details). Have students consider how we can use the power in our differences to help others.

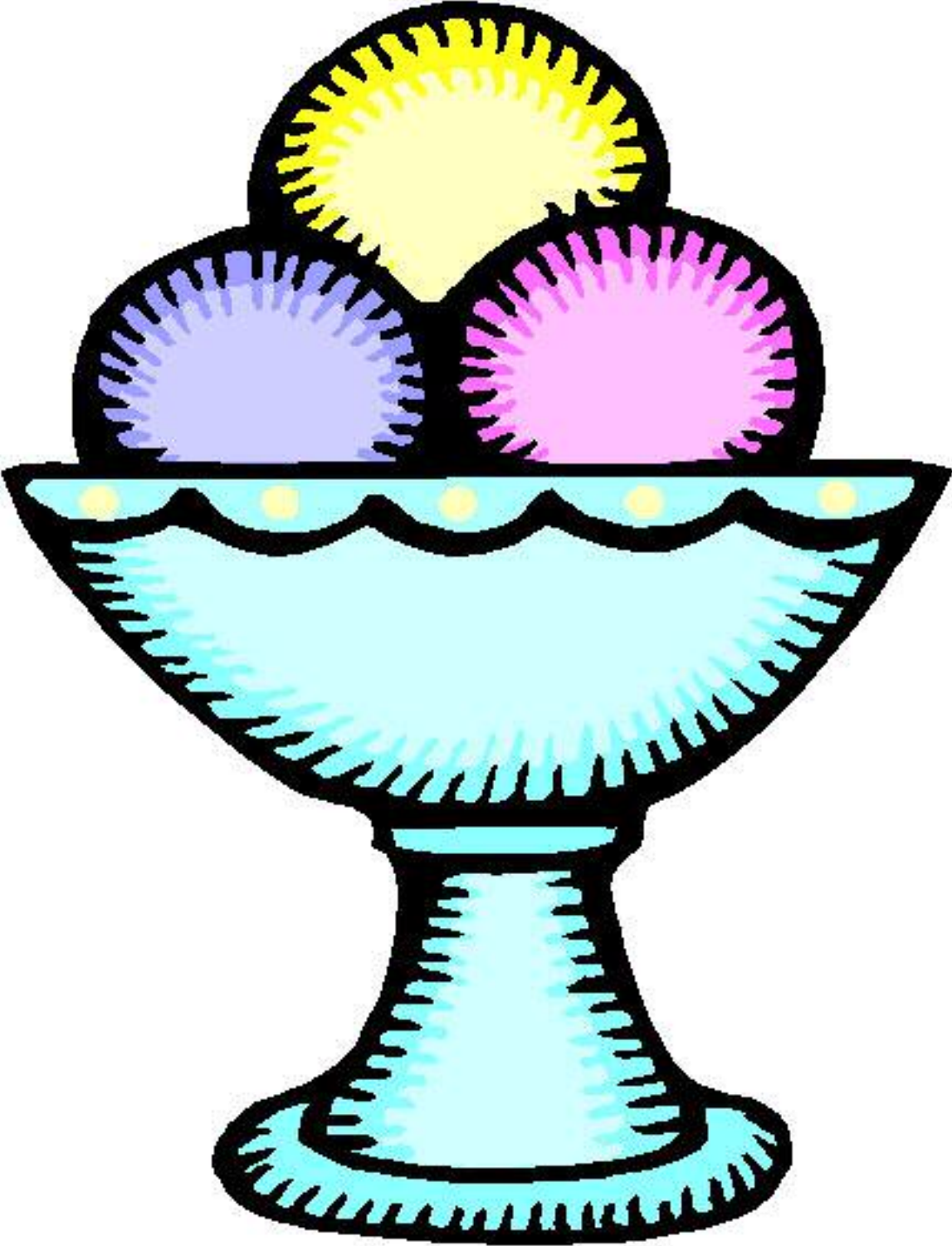
Based upon the Dave Matthews Band song, “One Sweet World” (from Remember Two Things), Ben & Jerry’s ice cream “has formed the ideal partnership to promote the principles of great ice cream, cool tunes and most importantly, environmental activism. Continuing a tradition of social advocacy, Ben & Jerry’s has teamed up with the Dave Matthews Band and the nation’s most influential environmental advocacy groups to help slow global warming. Together, we’ve created One Sweet Whirled, a rockin’ new flavor. A portion of every sale of One Sweet Whirled will go to DMB’s Bama Works Foundation and on to help benefit SaveOurEnvironment.org, a coalition of twenty of the nation’s largest and most respected environmental groups.”

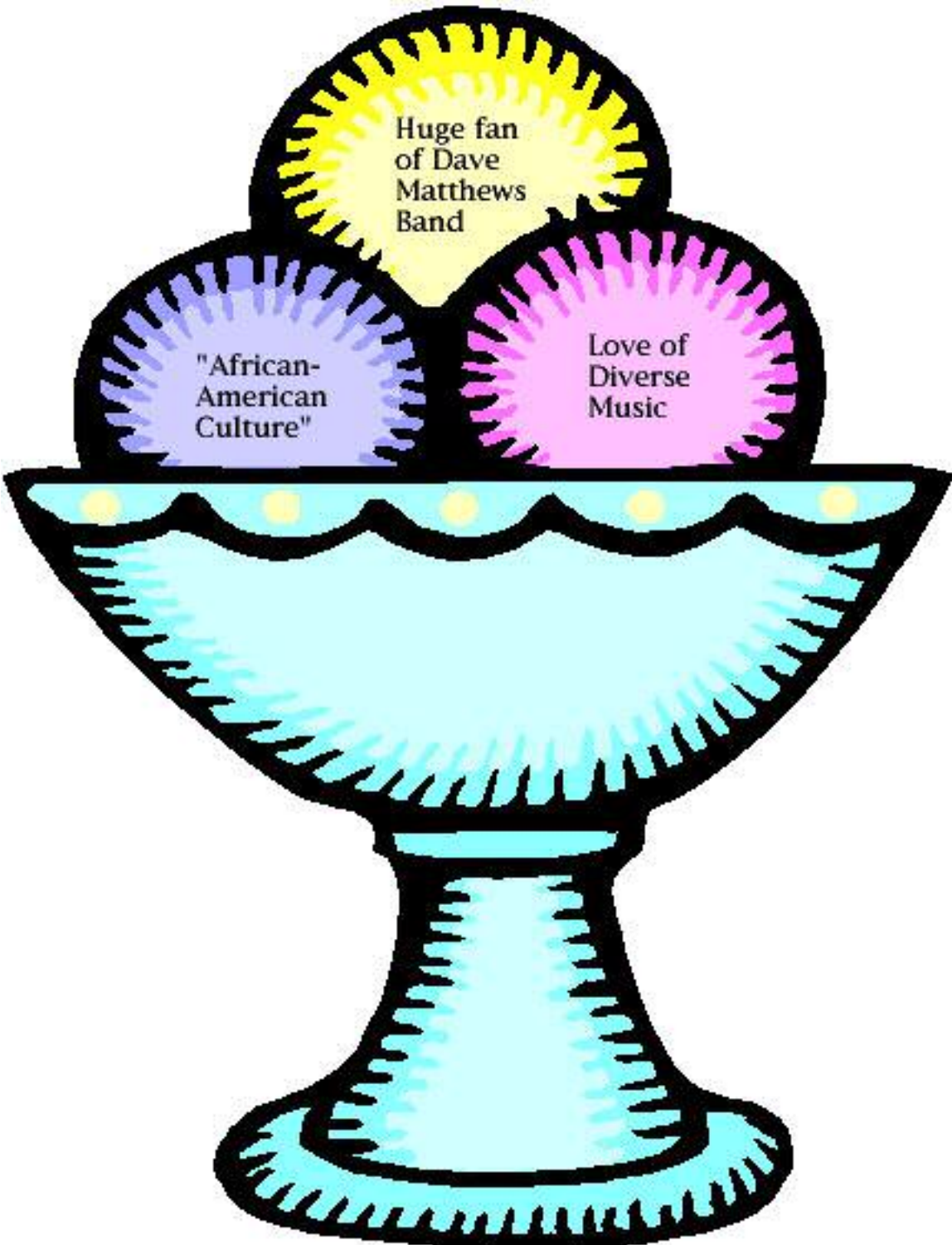
(from www.onesweetwhirled.org)

7. Using their second “Musical Sundae” worksheet, students should connect their “diverse powers” (as exhibited on the first worksheet) to how they could better themselves, the environment, others, etc. As they work, consider playing inspiring Dave Matthews Band music in the background: “One Sweet World” (from Remember Two Things), “Typical Situation” (from Under the Table and Dreaming), “Cry Freedom” (from Crash), “The Dreaming Tree” (from Before These Crowded Streets), and “Mother Father” (from Everyday).

8. To conclude, have students create one last sundae, exhibiting what they have learned about the Dave Matthews Band. Their sundaes should reflect one fact about the band, one fact about other aspects of the prior discussions (e.g. diversity, American music, emotional connection to music, a desire to “give back” to the community, etc.), and one last “top scoop” that unites all aspects, which may even be displayed through a Dave Matthews Band song to which they have been exposed.

MUSICAL SUNDAE





Extensions:

1. Have students compare some instrumental Dave Matthews Band pieces with instrumental selections of other genres (e.g. Mozart, Chopin, Stravinsky).
2. Lead students in further exploration of the instrumental techniques of each band member (Dave Matthews' percussive guitar playing, Carter Beauford's lyrical drumming, the "jamming" aspect of the band, etc.).
3. Choose a specific Dave Matthews Band piece, and have students do a theoretical analysis and breakdown of the music.

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

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
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.