



VH1 Goes Inside (Out) Trey and Dave Go to Africa

VH1 Music Studio
Cable in the Classroom

Lesson for Music Classes, Grades 9-12

Lesson 1

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 gain an understanding of the location, history, and culture of Senegal.
- Students will gain an understanding of the history of the musical artists Trey Anastasio, Dave Matthews, and the Senegalese band Orchestra Baobab.
- Students will discuss the historical role of African musical styles and their influence on popular music in the United States.

National Standards for Music Education

6. Listening to, analyzing, and describing music.
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
- VH1's *VH1 Goes Inside (Out): Trey and Dave Go to Africa*
- Web-based lesson materials
- Overhead projector
- Pencils/pens and paper (students)
- Overhead transparencies of Resources 1.1, 1.2, 1.3, 1.4, and 1.5 **OR** copies of them for individual student use (included with lesson)
- Resource 1.6 for teacher use (included with lesson)
- Optional: Teacher selected recordings of Dave Matthews/"Dave Matthew's Band," Trey Anastasio/"Phish," and "Orchestra Baobab" songs and audio playback equipment

Prior Knowledge:

- Students have experience discussing different styles of music and are familiar with basic musical terms.

Procedures

1. Lead students in discussing the location, history, and culture of Senegal. The following discussion tips and resources will help guide the conversation.
 - Using Resource 1.1 – Map of the African Continent, assist students with identifying Senegal on the map, and guide them in identifying Senegal's geographical region (it is in Western Africa, bordering the North Atlantic Ocean, between Guinea-Bissau and Mauritania).
 - Using Resource 1.2 – Map and Flag of Senegal, ask students to identify the capitol city of Senegal (Dakar). Explain to them that the flag of Senegal was officially adopted in September of 1960, shortly after the country gained its independence from France, and is designed after the *French Tricolore*. The red, yellow, and green are the official Pan-African colors, and the centered star is symbolic of hope and unity. Have students comment on why the citizens of Senegal might have chosen these particular colors and design. Do they reflect their newly found independence at the time?
 - Lead students in discussing the specific cultural and demographic aspects of Senegal. (The information in Resource 1.6 is provided for teachers to use while directing the discussion.) To allow students to understand the significant aspect of cultural differences it is recommended that the following issues be highlighted:
 - Background: Senegal was a French colony until 1960
 - Population: 10 million
 - Life Expectancy: only 56 years
 - Ethnic groups: 7 main ethnic groups, with 43.3% of the country being Wolof
 - Religion: 94% Muslim

Language: French (official), but 4 traditional languages are also spoken, including Wolof
54% live below the poverty line
70% of the labor force works in agriculture
48% unemployment rate

2. Have students discuss the artists Trey Anastasio and Dave Matthews. Since many of them may already be familiar with these musicians, allow them to give as much information about Trey and Dave as they can, and use the biographical information in Resource 1.3 as a means to fill in any gaps in student knowledge.
3. Play teacher selected solo or group recordings of Dave Matthews/"Dave Matthew's Band" and Trey Anastasio/"Phish" songs at this time if desired, or if necessary to increase students' familiarity with the artists' musical styles.
4. Ask students to comment on the similarities and differences between Dave and Trey's musical styles. Why does their music tend to appeal to diverse populations? Trey and Dave have collaborated musically outside of their joint visit to Africa. For what reason or reasons might the artists have been drawn to work together?
5. Lead students in discussing the Senegalese band "Orchestra Baobab" using the biographical information provided in Resource 1.4. If possible/desired, play a teacher selected recording of the group to help the students become more familiar with their sound. Ask students to reflect on the group's rise to popularity, the decline in interest in their music, and then revival of their music in recent years, and how this is not unlike many American musical groups and artists. Was their success years ago, and the recent revival of their music, important to the people of Senegal?
6. Show VH1's *VH1 Goes Inside (Out): Trey and Dave Go to Africa*, Segment 1. Encourage students to make note of Trey and Dave's comments in this first section, perhaps taking a few notes to use in the following discussion.
7. After watching the program, lead students in a discussion of several quotes identified from the show. Resource 1.5, Quotes and Discussion Questions, highlights some of the most interesting comments made by Trey and Dave, and provides questions to guide the conversation.

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.

Resource 1.1 – VH1: Trey and Dave Go to Africa

Map of the African Continent



Courtesy of WorldAtlas.com, www.worldatlas.com

Resource 1.2 – VH1: Trey and Dave Go to Africa

Map of Senegal



Flag of Senegal



Resource 1.3 – VH1: Trey and Dave Go to Africa

Biographical Information: Trey Anastasio

Ernest Guiseppe Anastasion II, more commonly known as Trey Anastasio, was born in 1964 in Princeton, New Jersey. As a child he helped his mother, Diane, write songs for children's records. His principal instruments include guitar and voice. With childhood friend Tom Marshall and University of Vermont friends Mike Gordon, Jon Fishman, and Jeff Holdsworth, Trey began the band "Phish." After a college prank gone awry, Trey was suspended from studies at the University of Vermont, and began studying with composer Ernie Stires at Goddard College. Soon after, keyboardist Page McConnell replaced Holdsworth in "Phish."

The band "Phish," which played exploratory music based on a combination of composed and improvised music, remained Trey's primary musical focus during the 1980s and 90s. A pause in the performing and recording schedule of "Phish" that began in October of 2000 allowed Trey to make a full transition from composition-based to improvisation-based music, during which he collaborated with many other artists. In early 2002, Trey produced his first self-titled solo release with Elektra records, followed with a US concert tour. In 2003 "Plasma" was released, a new recording of Trey's live performances, followed in 2004 by an all instrumental recording entitled "Seis de Mayo."

Biographical Information: Dave Matthews

Dave Matthews was born January 9, 1967 in Johannesburg, South Africa. At the age of two, Dave and his family immigrated to Westchester County, New York, where his father, a physicist, went to work for IBM. In the early 1970s he moved to Cambridge, England, and then returned to New York, where his father died in 1977. The family moved back to South Africa in 1980, where Dave attended several different schools.

In 1986 Dave relocated to the United States again, finding a home in Charlottesville, Virginia, where his parents had lived before he was born. Although he spent additional time in South Africa and Amsterdam, Holland, it was in Charlottesville where Dave, who took piano lessons as a child before picking up the guitar at age nine, became part of the local community and decided to start his own band. In 1991 the “Dave Matthews Band” was formed. They continued to play and record albums throughout the 1990s, becoming popular across the United States and internationally in both mainstream and diverse musical circles. In 2003 Dave released a solo album, “Some Devil,” which was moderately successful with the single, “Gravedigger,” winning a Grammy in 2004.

Dave and his wife Ashley live in Seattle, WA with their twin girls, Stella and Grace.

Resource 1.4 – VH1: Trey and Dave Go to Africa

Orchestra Baobab

Senegal is a country of rich musical heritage and a vibrant popular music scene. Its music today is dominated by the rhythms of Mbalaxm, the music of the Wolof people of Northern Senegal. However, in the 1970s the sound that filled the Senegalese airwaves was the fusion of Afro-Cuban elements with the local sounds of the diverse cultural traditions found in Senegal. The masters of this fusion were the legendary group “Orchestra Baobab.”

“Orchestra Baobab,” based in the Capitol city of Dakar, is well known for its sublime and sophisticated arrangements, lyrical vocals, and exciting guitar solos. Throughout the 1970s the group was very popular, if not the most popular ensemble in Senegal. It recruited some of the finest musicians from around the country, as well as from other West African countries, making it one of Senegal’s most cosmopolitan and versatile bands.

Two qualities set the members of “Orchestra Baobab” apart from most other groups of the period. One was their approach to the Cuban sound, which was far more than mere imitation. They created new, mellow Cuban-style rhythms. Second, while other bands were fusing Latin music with Wolof melodies, Baobab was using the melodic harmonies and drumming traditions of Casamance in Southern Senegal, where several of the band members had grown up. This combination of Cuban and Casamance musics has become the band’s trademark sound.

In 1979 the Mbalaxm sound began to grow in popularity and “Orchestra Baobab’s” audiences began to dwindle. In addition, fighting broke out in Senegal and intense guerrilla warfare started in the region in which they were playing. By the mid-1980s, members of the band began to leave, and by 1987 they had completely broken up. However, in 2001, Rick Gold, Director of World Circuit, convinced former members of the band to re-release a past album, “Pirate’s Choice,” in combination with some previously un-released songs. A reunion concert was scheduled for London. In 2001, after the reunion concert, “Orchestra Baobab” recorded a new album in North London. A rekindling of the former popularity of the band has begun, which brings a renewed spirit back to Senegalese music.

Resource 1.5 – VH1: Trey and Dave Go to Africa

Quotes and Discussion Questions

- 1) “All the ingredients are here for something good to happen?” – Dave
 - What does Dave mean by this?
 - From what we know about the artists, do you agree or disagree with Dave?
- 2) “We don’t speak the same language, but it doesn’t matter.” – Trey
 - What does Trey mean?
 - How are they communicating?
 - What is being communicated?
 - Is their communication only musical?
- 3) “We are coming here as students.” – Trey
 - If both Trey and Dave are accomplished musicians, why do they desire to be students?
 - What do you believe Trey and Dave are hoping to learn?
- 4) In reference to the African concept: “The group is bigger than the individual.” – Trey
 - What does Trey mean?
 - How does this compare to the way we think about music in America, or in Western terms?
 - Do we think differently about ensembles?

Resource 1.6 – VH1: Trey and Dave Go to Africa (For Teacher Use)

Information about Senegal from the CIA World Fact Book (<http://www.cia.gov/cia/publications/factbook/>)

Background:

Independent from France in 1960, Senegal joined with The Gambia to form the nominal confederation of Senegambia in 1982. However, the envisaged integration of the two countries was never carried out, and the union was dissolved in 1989. Despite peace talks, a southern separatist group sporadically has clashed with government forces since 1982. Senegal has a long history of participating in international peacekeeping.

Location:

Western Africa, bordering the North Atlantic Ocean, between Guinea-Bissau and Mauritania.

Climate:

Tropical; hot, humid; rainy season (May to November) has strong southeast winds; dry season (December to April) dominated by hot, dry, harmattan wind.

Terrain:

Generally low, rolling plains rising to foothills in southeast.

Population:

10,852,147
(July 2004 est.)

Age Structure:

0-14 years: 43.2% (male 2,368,011; female 2,325,298)
15-64 years: 53.7% (male 2,803,192; female 3,025,304)
65 years and over: 3% (male 158,881; female 171,461)
(2004 est.)

Life Expectancy from Birth:

total population: 56.56 years
male: 54.94 years
female: 58.23 years
(2004 est.)

Nationality:

noun: Senegalese (singular and plural)
adjective: Senegalese

Ethnic Groups:

Wolof 43.3%, Pular 23.8%, Serer 14.7%, Jola 3.7%, Mandinka 3%, Soninke 1.1%, European and Lebanese 1%, other 9.4%.

Religions:

Muslim 94%, indigenous beliefs 1%, Christian 5% (mostly Roman Catholic)

Languages:

French (official), Wolof, Pulaar, Jola, Mandinka

Literacy (definition: age 15 and over can read and write):

total population: 40.2%
male: 50%
female: 30.7%
(2003 est.)

Country Name:

conventional long form: Republic of Senegal
conventional short form: Senegal
local short form: Senegal
local long form: Republique du Senegal

Government Type:

Republic under multiparty democratic rule.

Industry:

Agricultural and fish processing, phosphate mining, fertilizer production, petroleum refining, construction materials.

agriculture: 18%

industry: 27%

services: 55%

(2001 est.)

Percent living below the poverty line:

54%

(2001 est.)

Labor force by occupation:

agriculture 70%

Telephones in use:

Cell: 553,400

Land lines: 224,600

(2002)

Internet use:

105,000

(2002)

International Disputes:

The Gambia and Guinea-Bissau attempt to stem refugees, cross border raids, arms smuggling, and political instability from a separatist movement in Senegal's Casamance region.

Unemployment rate:

48% (urban youth 40%)

(2001 est.)



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 Ann C. Clements, Ph.D., Assistant Professor, Music Education Department, Pennsylvania State University, University Park, PA