



Heavy: The Story of Metal (Part 2)

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.

Objectives

- Students will discuss censorship of music and other art forms.
- Students will create their own list of criteria for acceptable music.
- Students will write a list of their own “Filthy fifteen” based on their criteria for acceptable music.

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.

Materials

- VHS VCR Player
- Television
- *VH1 Heavy: The Story of Metal (Part 2)*
- Large sheets of paper (e.g. 11 x 17 or larger) for each group of students
- Markers for each group of students
- Student copies of the PMRC's "Filthy Fifteen" (provided below)

Prior Knowledge

- Students have viewed *Heavy: The Story of Metal (Part 2)* in its entirety and/or completed Lesson 1.
- Students have a written list of songs on the top 20 of their favorite type of music (e.g. top 20 of country, top 20 of rap, etc.). If they do not have access to a top 20 list, they can write the 20 most played songs on their favorite radio station, make up their own list, etc.

Procedures

1. Discuss the meaning of censorship with the students. Wikipedia.com describes censorship as follows:

Censorship is the removal of information from the public, or the prevention of circulation of information, where it is desired or felt best by some controlling group or body, that others are not allowed to access the information which is being censored. Typically censorship is undertaken by governments or by established bodies (religions or the mass media) although self-censorship and other forms also exist.

Talk about censorship in a political sense. Then talk about how the arts, in particular music, could be affected by censorship: What positive/negative effects can government censorship have on music? Is censored art really art? Why or why not?

2. Show students the part in *Heavy: The Story of Metal (Part 2)* that discusses the PMRC (cue tape to 17:37 ending at 23:13).
3. Give a short explanation to the students about the purpose of the PMRC: The Parents Music Resource Center (PMRC) was formed in 1985 to provide more information for parents and consumers on music. The mothers claimed that popular music, especially rock music, was partially responsible for the recent increase in rape, teenage pregnancy, and teen suicide. The PMRC's mission was "to educate and inform parents" about "the growing trend in music towards lyrics that are sexually explicit, excessively violent, or glorify the use of drugs and alcohol," and to seek the censorship and rating of music.
4. Distribute copies of the PMRC's "Filthy Fifteen" (below). Ask students if they know any of these songs. Explain to them that nine of the fifteen songs are Heavy Metal songs.

5. Ask the students if they feel that the PMRC's request to put advisory labels on records is a form of censorship. Do the students feel that it was wrong for the PMRC to do so, or can they understand why the PMRC would want to do this? Why?
6. Divide students into groups (size of the group is up to the teacher) and explain to them that they will make up their own list of at least five criteria that any type of music should adhere to. Then they will also make a list of their own "filthy fifteen." Give each group a sheet of poster board and markers.
7. Have each group present their criteria and lists to the rest of the class. Discuss the results.

Supplemental Resources:

- For additional information on censorship: <http://en.wikipedia.org/wiki/Censorship>
- For additional information on the PMRC: <http://en.wikipedia.org/wiki/PMRC>

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.

THE PMRC'S "FILTHY FIFTEEN" (1985)

#	Artist	Song title	Lyrical content
1	Prince	"Darling Nikki"	Sex/masturbation
2	Sheena Easton	"Sugar Walls"	Sex
3	Judas Priest	"Eat Me Alive"	Sex
4	Vanity	"Strap on Robbie Baby"	Sex
5	Mötley Crüe	"Bastard"	Violence
6	AC/DC	"Let Me Put My Love into You"	Sex
7	Twisted Sister	"We're Not Gonna Take It"	Violence
8	Madonna	"Dress You Up"	Sex
9	W.A.S.P.	"Animal (F**k Like a Beast)"	Sex/Language
10	Def Leppard	"High 'n' Dry (Saturday Night)"	Drug and Alcohol Use
11	Mercyful Fate	"Into the Coven"	Occult
12	Black Sabbath	"Trashed"	Drug and Alcohol Use
13	Mary Jane Girls	"In My House"	Sex
14	Venom	"Possessed"	Occult
15	Cyndi Lauper	"She Bop"	Sex/masterbation

This list was adapted from <http://en.wikipedia.org/wiki/PMRC>



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 Maureen Goeldjar Brown, Dove Science Academy, Tulsa, OK.