



The History of Rock and Roll: Part 10 – Up From the Underground

**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)**

**Image and Music
The Music Video Emerges**

Lesson 1

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 their perceptions of music of past eras
Students will discuss the use of image in music videos
Students will discuss the effect music videos have had on the role of the music
Students will discuss how developments in technology have effected the music industry

National Standard 9 –Understanding music in relation to history and culture

Materials

VHS VCR Player
Television
VH1 Cable in the Classroom program The History of Rock and Roll: Part 10, start at

beginning of tape, cut after Boy George's commentary; beginning with narration before Dire Straits' "I Want My MTV", cut after Steven Tyler's commentary

Web-based lesson materials

Teacher selected (as needed) recordings of songs distinctively representative of their era (e.g. a Bach minuet, Ragtime, a 1920's Charleston, WWII song, 1950's swing, etc.)



Procedures

Play selected recordings of songs from different eras (Bach minuet, Ragtime, a 1920's Charleston, WWII song, 1950's swing, etc.) as students enter the classroom.

1. After students have settled into their seats, lead them in a discussion about the styles of music they have just heard. Ask them to pinpoint an era for each of the songs, and if they are able to, ask them to describe why they link the song with that era. Are there any images that come to mind that help them identify the songs' time period (artists, style of dance, style of dress)? Where did their perceptions come from (old movies, recordings, history books, shows, etc.)?
2. Lead students in a discussion about the mediums that have influenced artist and music recognition (Concerts, Religious Institutions, Royal Courts). How did artists gain recognition during earlier eras? Were those mediums as influential as modern day music television and videos? Has the affect of music television been positive?
3. Show HRR: Part 10, start at beginning of tape, cut after Boy George's commentary
4. Lead students in a discussion about the musical artists' perception of MTV in the beginning. Was it popular among the artists? How did it affect their audience recognition and popularity?
5. Show HRR: Part 10, beginning with narration before Dire Straits' "I Want My MTV", cut after Steven Tyler
6. Explain to students that technological advancements such as radio, television, recorded music, etc. have helped to increase the size of the audience that can be reached by musical artists, and the speed at which the information travels. (For additional information about technological advancements, see History of Rock and Roll Overview Lesson 2: "Influences of Technological Advancements on Popular Music" at <http://www.vh1musicstudio.com/supplies/specials/rr-history-3.html>.) Ask students to name advancements that made a big change in how artists were perceived (motion pictures, television). How did they affect the portrayal of an artist's image? (For additional information on the use of "image" in popular music see VH1 Music Studio Special "Say It Loud! A Celebration of Black Music In America" - "Express Yourself" Lesson 1 at <http://www.vh1musicstudio.com/supplies/sayitloud/ep4-lesson01.html>.)
7. The show suggests that music had "taken a back seat to image" in the videos and music of the 1980's. How did an artist's appearance affect their popularity? Was the music, or the creative visual effects, more important in videos?
8. Some of the artists interviewed felt that the music video was detrimental to the music itself, although they themselves had made many videos. Lead students in a discussion of the artists' perception of the affect of videos on music. Why would they make a video if they felt that it was a detriment to musical quality and experi-

ence? (Culture is requiring) Would they have been as successful without MTV and music videos? Ask students if there are any artists currently who aren't considered mainstream, but have still found success.

For further information and related lesson plans, access:

<http://www.vh1musicstudio.com/supplies/sayitloud/ep4-lesson01.html>

<http://www.vh1musicstudio.com/supplies/specials/rr-history-3.html>



VH1, in partnership with Cable in the Classroom, collaborated with MENC: The National Association for Music Education to develop this series of lessons.