



## VH1 Ultimate Albums

### Bob Marley – Legend Episode #3

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 identify different rhythms by rote and notation.

Students will compare Reggae to other musical genres.

Students will understand the historical and musical significance of the genre of Reggae.

National Standards: 5 - Reading and notating music; 6 - Listening to, analyzing, and describing music; 9 - Understanding music in relation to history and culture.

## Materials

VHS VCR Player

Television

VH1 Ultimate Albums, Bob Marley, Legend Episode #3, segments one and two

Web-based lesson materials

Teacher selected Bob Marley CD and audio equipment

Teacher selected recording of other contemporary pop artist

Ska CDs such as “The Toasters” or the “Mighty Mighty Bosstones”

Pencils and paper for students

Prior Experience:

Students should be familiar with the history of Reggae and any historical significance of this genre, as discussed in Lessons 1 and 2.

Students are familiar with rhythmic notation.

## Procedures

1. As students enter the room, have a recording of Bob Marley (any CD) playing on the stereo. When they are seated, ask them to write down which instruments they hear in the recording.
2. Lead students in a review of the prominent instruments in Reggae, and explain the Reggae “sound”. Explain the prominence of the guitar in Reggae music, and ask the students to compare that prominence with the use of the guitar in music of today. Guide students in a brief review of the historical significance of Reggae based on their prior studies.
3. Explain the concept of Reggae music, and ask students to compare Reggae music with other musical styles with which they are familiar. Play a recording of pop music of another contemporary artist for students. How is Reggae different? What are the similarities?
4. Lead students in a discussion of typical rhythmic patterns found in Reggae music. Select a song from the CD previously listened to, and play an excerpt for students again. On the chalkboard, write down written rhythms of back beats on 2 and 4 as exhibited in the particular song. Reggae usually shows in this rhythmic sequence a quarter note on 1, a diverse rhythm on 2, a quarter note on 3, and a diverse rhythm on beat 4. Explain the concept by additional listening examples and show the students how they appear in written notation.
5. Play a few additional selections from the CD. Have students notate at least one rhythm that they hear in each selection. Select several students to notate on the chalkboard what they heard. Review the accuracy of these rhythms, and ensure that they were truly evident in the recording!
6. Show students how you (the teacher) would do this with any other piece of music. (A Ska CD, such as “The

Toasters" or the "Mighty Mighty Bosstones, would be particularly appropriate.) Be sure to show students how you notated these rhythms.

7. Have students choose any genre of music (such as Ska, R & B, Soul, Funk) with which they are familiar, and have them explain what creates that style's particular sound, focusing especially on the importance of the rhythmic element.

Lesson One is derived from Strategies for Teaching: Middle-Level and High School Keyboard (MENC: 1996).



These standards-based materials are provided through a partnership with MENC: The National Association for Music Education. This lesson plan written by MENC member Daniel Weiner, Instrumental music instructor and freelance jazz musician, Bucks County, PA.