



True Spin

VH1 Music Studio
Cable in the Classroom

Lesson for Music Classes, Grades 7-12

Extension Lesson – Making Marketing Decisions



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.

This lesson is a long-term, hands-on collaborative learning assignment, with potential for integrative study with economics, business, and media classes.

Objective

- Students will gain an understanding of concepts of marketing and promotion in popular music.

National Standards for Music Education

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's *True Spin*
- Web-based lesson materials
- Pencils/pens and paper (students)
- Video Camera/Editing equipment (optional)

Prior Knowledge:

- Students have completed Lessons One through Three, “Getting the Meaning in Pop Music,” “The ‘True Spin’ On Myths and Music,” and “Marketing of Pop Music.”

Procedures

1. Explain to students that they are to put themselves in the position of employee in a recording label's promotion department. How would they go about promoting a particular artist? What decisions, moral and financial, might they be forced to make?
2. Assign students into “promotion development teams,” with the task of promoting an artist, album, or single. Teams may select any artist they agree upon, past or present, and any song/album (as long as it is appropriate for class). Their plan should be in contrast to the marketing applied in “real life” to that particular artist. Students may also decide to promote a fellow student(s) and their music. The teams should discuss the following issues:
 - Values Decisions: How do they want to market this artist or group? Who are they trying to reach (generation, demographics, etc.)? How do they want the artist to be perceived by the consumer and why?
 - Marketing Venues: Should there be a TV/ Video/Concert Tour? What type of TV (Oprah? David Letterman? TRL?)? What song is to be used for the first video, and how should the video be constructed (what images)? Students should relate these questions to item one above.
3. If resources permit, have each team create a video based upon their selected song and artist, reflecting their “new” marketing strategy.
4. Have the promotion teams present their marketing strategies, with justification, to the class in business model (“the pitch”). Ask the class to offer critique of the marketing plan. Does it reflect the artist's intent? If not, why not? Does it reach the appropriate audience? Have the class discuss the plan's potential for success.

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 David J. Greenagel, Ph.D., Assistant Professor of Music, Randolph-Macon College, Ashland, VA.