



music studio

LESSON PLAN

storytellers

VH1 Storytellers for Save the Music Starring Billy Joel

A VH1 Save the Music Special
VH1 Music Studio
Cable in the Classroom

Lessons for High School Music Classes

Lesson 1 of 3

Note to Teachers: Before showing the videotape to your classes, please review for possible objectionable language.

Objective

Students will write about various career options in music, discuss these careers with classmates, and summarize the music careers of three well-known performers.

Students will identify the influence time period and culture has on careers in music.

National Standards for Music Education: Content Standard 8— Understanding relationships between music, the other arts, and disciplines outside the arts; Content Standard 9--Understanding music in relation to history and culture

Materials

Videotape of VH1 Storytellers Billy Joel.
Television and VCR
Chalkboard
Music Journals (maintained by the students as part of their class work)

Prior Knowledge and Experiences

Students have listened to recorded interviews with professional musicians. For example, "Dave Brubeck Interview," "Wynton Marsalis Interview," and "Dolly Parton Interview," all from The Music Connection, Grade 8, CD Library (Parsippany, NJ: Silver Burdett Ginn, 1995). Invite local professional musicians and those who work in the music industry to present to the class and answer student's questions. Have any student who has professional musical experiences share comments with the class.

Procedures

1. Watch Segments 2 and 3 of Storytellers Billy Joel videotape
2. Briefly discuss what Billy Joel said about music and the variety of jobs he's had in music (performer in piano bar, clubs, and rock 'n' roll band; composer of instrumental and orchestral music, etc..) Name other jobs Joel mentioned (sound technicians, lighting people) or that students viewed on the tape (backup musicians). Discuss which of these jobs were new to the 20th Century. How may jobs in the music field in the 21st Century change as technology advances and society develops?
3. Discuss what Billy Joel said about the pressures of a musician's early career ("no money and no place to live"). Give a brief overview of how funding for musicians and composers has differed throughout history. (E.g. During earlier centuries royalty would hire court musicians; composers would be commissioned to create pieces for the church) How did this influence the music being produced and the life of the musician? (Standard 9)
4. Ask the students to imagine that they are planning to become one of the following: piano maker, pop singing star, Broadway musical composer, opera singer, recording technician, music arranger for a pop star, orchestra conductor, concert producer, band director in a high school, or music teacher in a middle school.
5. Write the list on the chalkboard. Ask for student input for any other music careers that could be added to the list.
6. Ask students to select a career and to consider these questions: How can you learn what you will need to know to pursue a career in music? What sort of education will you need to pursue your chosen career? How much musical knowledge will you need? How will you let a prospective employer know that you are qualified for a certain type of work?
7. Ask students to write their answers in outline form in their music journals. Help students as needed.
8. Ask for volunteers to present their outlines to the class.

Indicators of Success

Students write thoughtful, detailed entries about career options in music in their journals. Students share their thoughts and concerns in class discussions.

The lesson is adapted from *Strategies for Teaching Middle-Level and High School Keyboard*, compiled and edited by Martha F. Hilley and Tommie Pardue: 1996 (MENC: Reston, Va.).

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

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.**