



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 General Music and Choral Classes

Lesson 3 of 3

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

Objective

Students will sing in small and large groups expressively, with a uniform sound when performing both the printed arrangements of a song and when performing with a pre-recorded or live popular accompaniment.

Students will compare and contrast the similarities and differences between a written musical score and a live and/or recorded performance of the piece.

Students will provide descriptive analysis of a musical performance.

National Standards for Music Education: Content Standard 1--Singing, alone and with others, a varied repertoire of music; Content Standard 3--Improvising melodies, variations, and accompaniments; Content Standard 4--Composing and arranging music within specified guidelines; Content Standard 5--Reading and notating music; Content Standard 6--Listening to, analyzing, and describing music; Content Standard 7--Evaluating music and music performances

Materials

VH1 Storytellers Billy Joel videotape
Television and videotape player
Popular CD and sheet music for a popular song, preferably one written by Billy Joel
Recording of the selected popular song
Audio-playback equipment
Audiocassette recorder, microphone, and blank tape
Performance evaluation sheets

Prior Knowledge and Experiences

Students have studied music theory.
Students can follow piano and vocal score.
Students have discussed the art of song arranging.
Students are familiar with the selected popular song.

Procedures

1. Hand out copies of the performance evaluation sheet at the end of this lesson, or have students prepare their own.
2. Have students view Segment 3 of VH1 Storytellers Billy Joel tape and, using their evaluation sheets, evaluate the performance of "Honesty" by a member of the audience.
3. Discuss the students' evaluation of the performance.
4. Demonstrate for students how the karaoke system with television monitor works. (At your discretion, explain that this kind of singing originated in Japan and that business and professional associates there often dine together and then sing for each other. Westerners who do business in Japan are frequently at an advantage if they are comfortable singing.)
5. Review with students their discussion of the art of song arranging.
6. Ask students to examine the score of the selected popular song, sing the song together with keyboard accompaniment, and identify its musical features (for example, dynamics and tempo markings).
7. Have students listen to the recording and note the differences between the recording and the printed score by circling the appropriate places on the score as they listen. Discuss with students what those differences are.

8. Have students sing the song together from the printed score. Then ask students to sing it in small groups, concentrating on listening to each other and achieving a uniform sound. Also, have them give attention to executing dynamics and tempo or other expressive markings uniformly to improve their ability to sing as an ensemble. Encourage the listeners to offer suggestions for improving the performance.

9. Have students listen to the popular arrangement of the song and then sing it in small groups using the recorded accompaniment. Ask students which version of the song they prefer and why.

10. Distribute the performance evaluation sheets and discuss the components of a good singing performance, with particular attention to ensemble skills. Record the class as they perform the version that most students

Indicators of Success

Students identify the musical differences in the printed and recorded arrangements of the song.

Students demonstrate good ensemble skills, including singing with a uniform sound and executing expressive markings uniformly.

Students sing the song with expression and technical accuracy.

Students evaluate musical performances thoroughly and if asked to give written descriptions, analysis are specific, using musical terminology.

Follow-up

Have students sing other songs with both recorded and live accompaniments and continue to improve their ensemble skills.

Have students sing individually with accompaniment, giving them the opportunity to improve their singing technique and confidence level.

Performance Evaluation

Selection Title _____

TONE

Good Support ____

Lack Support ____

Free, Full, Rounded Tone____
Thin or Breathy Tone____

INTONATION

In Tune____
Out of Tune____

BALANCE

All Parts Balanced____
Instrumental Overpowers____
Vocal Overpowers____

TECHNIQUE

Adequate Breath Support____
Inadequate Breath Support____

Pitches Accurate____
Pitches Not Accurate____

Good Posture____
Poor Posture____

INTERPRETATION AND MUSICAL EFFECT

Mood Was Effective____
Mood Not Effective in Singing or Body Language____

Dynamic Contrast Evident____
Dynamic Contrast Not Evident____

Phrasing Well Done____
Phrasing Not Appropriate to Text____

Tempo Was Appropriate____
Tempo Not Appropriate____

DICTION

Open Mouth, Pure Vowels____
Vowels Pinched or Tight____

Consonants Clear, Energetic____
Consonants Need Emphasis____

OTHER FACTORS

Comment on Stage Presence, Energy, Facial Expression, Music Selection

The lesson is adapted from *Strategies for Teaching High School General Music*, compiled and edited by Keith P. Thompson and Gloria J. Kiester: 1997 (MENC: Reston, Va.). The evaluation sheet is adapted from *Strategies for Teaching High School Chorus*, compiled and edited by Randal Swiggum: 1998 (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.**