

A Passion for Music

Student Handout

Module I: Expression, Inspiration and Motivation

Pre-Viewing Activity

Before viewing the program, consider these questions:

What motivations do recording artists and other musicians have for creating music?

How does music help us understand history?

Why is it important to be able to listen to music without judging or necessarily "liking" it?

Brainstorming

Musicians write and perform the music they do for a variety of reasons. For some, the music may be personal to them and their life experiences (both happy and sad), while for others the music may reflect the culture, environment, or politics of the time. Use this chart to brainstorm five musical groups over time that reflect different styles of music, (country, rap, or hip-hop, for example). Think about the words in their music. Try to identify where their passion for the music or their musical ideas may have come from.

Group 1	Musical Style
Ideas	
Theme/Message	

Group 2	Musical Style
Ideas	
Theme/Message	

Group 3	Musical Style
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PROGRAM GUESTS



CLIVE DAVIS

is a music industry legend. The founder of Arista Records, he is known to the

record world as "America's Greatest Hitmaker" and "a record man's record man." As head of the Artists and Repertoire Department at Columbia Records in the mid-'60s, Davis overhauled the Broadway-oriented label by signing revolutionary rock acts like Janis Joplin and Santana. By the time Columbia became CBS Records, Davis was president of the label, and added Barry Manilow, Billy Joel and Bruce Springsteen to the roster. He founded his own label, Arista, in 1974, where he promoted artists as diverse as Whitney Houston and Patti Smith, reinvigorated the careers of established stars like Aretha Franklin and Prince, and signed lucrative joint ventures with LaFace Records and Sean "Puffy" Combs's Bad Boy label. In 2000 Davis founded a new record label. In an era when many labels employ focus groups to make their decisions, Davis still picks hits by listening to the music himself.

Ideas
Theme/Message

Group 4	Musical Style
Ideas	
Theme/Message	

Group 5	Musical Style
Ideas	
Theme/Message	

Group Activity: Student Handout

"Music, for me, has a lot to do with the motivation behind it...."
(Lauryn Hill)

"I think that what makes art valuable is: it is about an individual expressing what they think is a part of them, and variety and difference and clashes is what makes art valuable, that there is no one defining idea of what art is or what it should do." ([Maya Lin](#), Artist and Architect)

FOCUS: EXPRESSION, INSPIRATION AND MOTIVATION

Visual and performance artists have a lot to say about where their creative ideas come from. Review the video and then, working in small groups, expand your search to include other musicians, other visual and performance artists, and writers in the Gallery. For example, see [Johnny Cash's](#) Interview under [The Hall of Arts](#).

What influenced each of these people? Find three examples for each heading.

- Travel
- Hard Times/Traumatic Events
- Significant People
- Passionate Interests/Concerns

You don't have to be grown up to have experienced

"You've got to do it on the basis of instinct." he says. "It's the key to the music business."

LAURYN HILL

is a Grammy Award-winning singer, songwriter, arranger and producer. She joined the



hip-hop group the Fugees at the age of 13, taking time off to study at Columbia University. The Fugees' second release, *The Score*, achieved multi-platinum international success. Her 1998 solo debut *The Miseducation of Lauryn Hill* broke new ground by successfully integrating rap, soul, reggae and R&B into a modern hip-hop context. At the end of the year, the album made the top ten lists of almost every major music publication. *Miseducation* topped the charts through the fall and winter of 1998, and Hill became a household name, with her face on the cover of *Teen People*, *Esquire* and *Time* magazines. At the 1999 Grammy Awards she took home five trophies, including Album of the Year, Best New Artist, Best Female R&B Vocal Performance, Best R&B Song and Best R&B Album -- the most ever for awarded to a female artist.

THE JUDDS: NAOMI AND WYNONNA



major events in your life. What important experiences, events, people, and interests are significant to you in your life so far? They may be happy or sad. Discuss them as a group and add them to the circles above.

Pick one idea from those you listed above that everyone in the group has experienced in some way. As a group, write song lyrics about that significant person, event, or interest that expresses the emotion and meaning behind it. Share the lyrics with the whole class or another group.

Curriculum Connections: Student Handout

Select one of the projects below to further explore how music affects us.

1. Pick a topic to research.
2. Plan or design a project that will enable you to communicate your new knowledge.
3. Share your work through a written or multimedia presentation.

Project #1: The Music of War

Curriculum Focus: Art

Challenge: Pick a war -- the Revolutionary War, Civil War, World War II, or the Vietnam War, for example. How did music of the time reflect and "comment" on that war? What-and who is the music about? Does it seek to educate, soothe, warn, or entertain the public? What made it important to the generation of listeners at the time? Was it considered controversial? rebellious? What is the effect of hearing this music on you and on people your age?

Outcome: After completing your research, create a collage of words and pictures that describes how the type of music reflected and commented on the major political event of that time.

Project #2: Music Makes Memories

Curriculum Focus: Social Studies



Naomi Judd overcame many obstacles before she and her daughter Wynonna became the most successful mother-daughter duo in American music. When Wynonna was still in her teens, Naomi persuaded a Nashville producer to listen to their homemade demo tapes. The producer arranged a live audition with executives from RCA Records, and only two years later the Judds were accepting their first Grammy award. The Judds went on to record 18 number one country hits, selling more than 20 million records -- six gold, three platinum and one double platinum. They won the first of six Grammys in 1985.

Wynonna, who records and performs under her first name alone, released her first solo album in 1992. The album release was treated as a major event in the music press, garnering the lead review in *Rolling Stone* and a rave from the *New York Times*, which tagged it "a faultless '90s country album." the first single, "She Is His Only Need," went to number one, and three more followed: "I Saw the Light," "No One Else On Earth," and "My Strongest Weakness." Recent hit albums include *New Day*

Curriculum Focus: Social Studies

Challenge: People often associate songs or musical events with specific events. Survey people of different generations for examples from their lives. For example, for many people the fall of the Berlin Wall as seen by millions of people on television will be remembered vividly every time they hear Beethoven's Ninth Symphony, which Leonard Bernstein conducted at the Wall. Many people associate specific songs with the Depression, the end of World War II, and President John F. Kennedy's assassination.

Dawning. Wynonna's career has taken her beyond any limitations implied by the "country music" label. The Los Angeles Times called her "the most complete and gifted singer of her generation."

Outcome: Write a report—with audio clips if desired—that describes the events and songs associated with them. Were some songs mentioned by many people? Did any examples seem to cross generations?

Project #3: Healing Music

Curriculum Focus: Science/Health/Careers

Challenge: Use the Web, your public library, and local resources to investigate the role of certain types of music in hospitals, hospices, birthing centers, Alzheimer's facilities, and nursing homes. Find out what types of music are used with people before and after surgery, in pain, and who are dying. Discover why hospitals are making music therapists part of their staffs and how music therapists are trained.

Outcome: Develop a multimedia report that includes examples of healing music in your oral or computer-based presentation.

Research Project

"I'm motivated by music that heals...."
(Wynonna Judd)

WHAT HAS MUSIC EXPRESSED THROUGHOUT THE AGES? For some it was an oral history, recording the events of their lives. At other times, music kept hope alive, documented inequities, or helped make it through another day in slavery, on a chain gang, on the railroad, or at sea. Music has been used to celebrate victories, rock babies to sleep, mourn the beginning of life, the loss of life, land, or freedom, and recount changes in nature and cultural identity.

During this program segment, panelists discuss the motivation and passion behind different kinds of music. As record producer Clive Davis reminds viewers, each generation comes up with a new kind of expression, whether it's hip-hop, rap, or heavy metal. Often music is rebellious, but it can also heal the heart and raise people's consciousness.

In this research project you will act as a detective as you explore and find examples of different types of music and its functions throughout the ages.

SUGGESTED RESEARCH TOPICS

Studying music throughout the history of one country or culture
The meaning and function of the music of working class people
Music as an oral tradition
One type of music, such as lullabies, across cultures throughout time

THINGS TO CONSIDER Purpose of Music in Different Cultures and Ethnic Groups

Music that Grew Out of Difficult Times

Geographic and Historical Influences

"Popular" Music Through the Ages

How Music Documents the Struggles of a Group of People

RESEARCH OUTCOMES

When you have completed your research, develop one of the following: * Multimedia documentary on the music of a specific group of people * Timeline tracing one type of music such as lullabies across time and cultures

Module II: Genius of Creativity

Pre-Viewing Activity

Before viewing the program, consider these questions:

Where does "creative genius" come from?

Who do you consider to be a creative genius in the field of music, and why?

What does it mean to be "defined from within" and not by popular culture?

Clustering the Idea of Genius

People often use the term "genius," or "creative genius," but what does it really mean? What qualities are embodied in the people through the ages we consider to be creative geniuses? What kind of a person is he or she? Think about people, past and present, you believe are "creative geniuses." Identify three qualities possessed by each of these creative people. Cluster your ideas using the cluster diagram below. Compile the ideas as a class to see what qualities/descriptive words come up again and again.

Group Activity

"It's so important to hear thoughts that are contrary to your own. If they challenge you, and if you become more secure in your previous thinking, fine, but always provoke so you can open up your mind."

Clive Davis, Music Industry Executive

FOCUS: CHALLENGING IDEAS

Your group's challenge is to simply listen, read, and learn more about something new without making a judgment or forming an opinion. As a group, think of a type of music or a type of visual or performance art that you don't know much about. It might be Gregorian chants, Irish dance, opera, or minimalist painting. Use the planner below to organize how you will go about o-p-e-n-i-n-g your mind!

TOPIC: _____

What We Want to Know (add more questions if needed):

- 1.
- 2.
- 3.
- 4.
- 5.

How and Where to Look For and Find Information:

Use technology or drawing tools to create a storyboard for a short informational piece on your topic. Present it to another group or to the entire class. Include what you found most interesting—and most surprising—about the topic. End your presentation by responding to the following questions:

What is the value of keeping an open mind? How can you be open to something you may not like or agree with?

What thoughts do you have regarding musical expression and censorship?

Curriculum Connections

Select one of the projects below to further explore how music affects us.

1. Pick a topic to research.
2. Plan or design a project that will enable you to communicate your new knowledge.

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Project #1: Birth of an Artist

Curriculum Focus: Language Arts

Challenge: Read a biography of a famous musician. What qualities of creative genius do you find? Were those qualities nurtured by family, friends, teachers, and mentors? If so, how? What challenges did the person encounter and how did he or she respond?

Outcome: After completing your research, write an article for the school paper on this person that will serve as inspiration for students.

Project #2: Wave-Makers



Curriculum Focus: Social Studies

Challenge: Often people who are creative geniuses "make waves." They stir the pot, create controversy, and call us to question old patterns, beliefs, or ways of seeing the world. Think of people in your own family, community, and the world in all areas who have "made waves." Check the Gallery for many people who fit into this category -- [Rita Dove](#), [Philip Johnson](#), and [Wynton Marsalis](#), to name a few.

Outcome: Make a mural of "wave-makers," past and present, using the computer to print out photos and create your own text to attach to the mural of ocean waves.

Project #3: Note to Self [image of pen and paper] Curriculum Focus: Creative Writing

Challenge: It's time to bring the subject of creativity home. As Naomi Judd says, "You are only successful by being how you really are." [H to video segment/Naomi Judd]. Celebrate your unique talents, skills, and interests in this creative writing "note to self."

Outcome: Write a letter to yourself that identifies the uniquely wonderful and creative parts of you. What advice would you give yourself on how to encourage and develop your talents, skills, and interests in positive ways? Include mention of the people in your life who already encourage you. Include one positive short- or long-term goal for yourself along with steps to follow that, when met, will make you feel even better about yourself.

Research Project

IS CREATIVITY IMPORTANT ONLY IN THE ARTS? IT'S TIME TO FIND OUT!

During this program segment, Lauryn Hill talks about how she found things that inspired and influenced her, which she then brought to a new platform. Panelists stress the importance of thinking for yourself, of not being defined by "popular culture."

In this research project you will pick several different careers in which to ask questions

In this research project you will pick several different careers in which to ask questions about creativity. You might pick the manager of a business, college dean of admissions, web designer, emergency room doctor, parent, newspaper reporter, and a construction engineer. The more and varied the occupations, the better! You will ask questions about the role of creativity in these different occupations. How do they identify creativity in their field? Is it important? Can it be learned? What type of education do they think encourages creativity?

SUGGESTED RESEARCH TOPICS

- What teachers and schools can do to foster creativity in students
- The value of creative thinkers in business
- The value of creativity in parenting infants (and/or teenagers)
- The costs of daring to be creative in our society

THINGS TO CONSIDER

- Role and Importance of Creativity in Specific Occupations
- Characteristics of Creativity that Seem to Cross Occupations
- How to Identify a Creative Person in Specific Fields
- The Rewards and Risks of Creativity
- Why Creative Thinkers are Important in Our Society
- An Education that Encourages Creative Thinking

RESEARCH OUTCOMES

When you have completed your research, develop one of the following:

- Create a presentation to give to your school or school board on how to encourage creativity in students, stressing its value by employers in many occupations
- Design a three-page web site on Creativity and Careers

Module III: Pursuing a Career in Music

Pre-Viewing Activity

Before viewing the program, consider these questions:

How might you know when you've chosen the right career for you?

What are some qualities of musicians who have stood the test of time?

How might it be possible to be successful and not be famous?

Chart Your Path to Learning

In this module, panelists talk about careers in music. What do you already know about this topic and what would you like to find out? Use the chart below to write down your prior

knowledge and things you'd like to know.

What I Know	Questions I Have

After watching the video, students can add a third segment to their charts if desired—What I Learned.

Group Activity

"Don't be afraid! Just don't be a sell-out. You can make that conscious choice. Don't be compromised!"

(Lauryn Hill)

FOCUS: "SELLING OUT"

Your group's challenge is to prepare for a debate on the subject of what it means to "sell out." Watch the video and listen to what the panelists have to say on the subject of being your own person. Think about these questions as you prepare for the debate. Assign opposing viewpoints on each question to different members of the group. Select one member of your group to be the moderator.

What exactly does it mean to "sell out" and how do you know if you've done it?

Is it selling out if you write songs for other people? Why/why not?

Is it selling out if you sing or perform other people's songs? Why/why not?

Is it selling out if you sell your song for an advertisement? Why/why not?

Use this form to help you keep track of the information you collect.

Question	Source	Quotes or data	My Notes

As a group, discuss the following question as a summary to your debate.

Is it okay to sell out? a. Always b. Sometimes c. Never d. Depends

Debate the issue before the class. Videotape it so you can watch and debrief it afterwards. What new ideas emerged? Did your definition of "selling out" change? What about your opinions? If so, in what ways? Does this discussion pertain to areas other than music? Follow up by organizing a web-based discussion on the topic.

Curriculum Connections

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Project #1: Timeline of Success

Curriculum Focus: Art

Challenge: Imagine you are looking back at age 40 at your life as a professional musician.

What experiences led up to your success at this stage in your life?

Outcome: Create a timeline in words and images that shows how your musical experiences and career in music started at age 5 and evolved to where you are now at age 40.

Project #2: Breaking the Mold

Curriculum Focus: Art/Language Arts

Challenge: Review the part of the video where Wynonna Judd talks about "breaking the mold." How did she manage to "break the mold?" In what ways have some musicians managed to break the stereotyped images that accompany each type of music? Yo Yo Ma is one example. So is [Quincy Jones](#). You can read about him in the [Hall of Arts](#).

Outcome: Research people who have taken a particular style of music to a new place. Choose one and create a poster that tells how they broke the mold and moved into new musical territory.

Project #3: Be a Detective

Curriculum Focus: Art/Career Education

Challenge: Naomi Judd talks about being a detective in your life as a way to know the direction you might go in as you think about a career.

Outcome: Create a jigsaw puzzle where each piece represents, in collage, photo, or word form, things that you like, things that interest you, or that you would like to learn more about. When the puzzle is put together it should be in the shape of something special to you.

Research Project

WHAT KIND OF CAREERS ARE THERE IN THE FIELD OF MUSIC?

This video featured three recording artists and a record producer. But there are many exciting jobs that involve playing, recording, writing, producing, or working with music. Investigate and find out what they are!

In this research project you will explore the types of careers available in the field of music. Use community resources, the library, and the Internet to search for information on different types of careers.

SUGGESTED RESEARCH TOPICS

Careers in Classical Music

Careers in Classical Music

Colleges Specializing in Music, Art, and Drama
Writing Music for the Movies
Life on the Road—Being a Traveling Musician
A Career in Entertainment Law

THINGS TO CONSIDER

How Can I Prepare Now for a Specific Type of Job?
What Kind of Education Would Be Helpful?
Where Can I Find Out More?
What is the Salary Range?
What Are the Risks? Benefits?
How Does Cutting-Edge Technology Expand the Options?
What is Involved in Producing a CD?

RESEARCH OUTCOMES

When you have completed your research, develop one of the following:

Create a computer-based database of careers in music
Help organize a school-wide Careers in Music Workshop