

# A Passion for Music

## *Teacher's Guide*

### **Module I: Expression, Inspiration and Motivation**

#### **Teacher Facilitation Guide**

##### **Program Overview**

Module I explores passion for music from the vantage points of musician, producer, and listener. Panelists voice their opinions on the importance of listening to new types of contemporary music, including hip-hop, without judging or having to "like" it. They emphasize the importance of understanding the message and motivation behind the music. Panelists talk about different types of musical expression and describe their own reasons for creating music.

##### **Viewing/Facilitation Strategies**

Introduce the Pre-Viewing Activity to the whole class. After students complete the activity, allow time for them to share their responses.

Review and discuss the lives and musical accomplishments of each person on the panel. What perspective did they each bring to the panel discussion? Discuss terms.

View Module I and if time allows, immediately break into small groups for the group activity.

During the next class period, have the telecast available for students to review. Ask them to complete a Curriculum Connections activity independently or with a partner.

Assign the Research Project as a class assignment or as an optional independent project.

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### **Module II: Genius of Creativity**

#### **Teacher Facilitation Guide**

##### **Program Overview**

Module II continues a discussion of passion for music from the vantage points of musician, producer, and listener. In this module, panelists voice opinions on the importance of being an individual and expressing your own thoughts and ideas instead of

saying what someone else has already said.

### **Viewing/Facilitation Strategies**

Introduce the Pre-Viewing Activity to the whole class. After students complete the activity, allow time for them to share their responses.

Review and discuss the lives and musical accomplishments of each person on the panel. What perspective did they each bring to the panel discussion? Discuss terms.

View Module II and, if time allows, immediately break into small groups for the group activity.

During the next class period, have the telecast available for students to review. Ask them to complete a Curriculum Connections activity independently or with a partner.

Assign the Research Project as a class assignment or as an optional independent project.

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## **Module III: Pursuing a Career in Music**

### **Teacher Facilitation Guide**

#### **Program Overview**

Module III continues a discussion of passion for music from the vantage points of musician, producer, and listener. In this module, panelists voice opinions on the importance of being an individual and expressing your own thoughts and ideas instead of saying what someone else has already said, advice that is relevant for musicians and non-musicians.

#### **Viewing/Facilitation Strategies**

Introduce the Pre-Viewing Activity to the whole class. After students complete the activity, allow time for them to share their responses.

Review and discuss the lives and musical accomplishments of each person on the panel. What perspective did they each bring to the panel discussion? Discuss terms.

View Module III and if time allows, immediately break into small groups for the group activity.

During the next class period, have the telecast available for students to review. Ask them to complete a Curriculum Connections activity independently or with a partner.

Assign the Research Project as a class assignment or as an optional independent project.

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