GRAMMY MUSEUM DISCOVERY GUIDE

Enjoying your GRAMMY Museum Field Trip



BEFORE YOUR TRIP/ BEYOND YOUR VISIT

As you and your students visit the museum, they will have the opportunity to explore not just music, but primary sources, artifacts, and photographs. In preparation for your trip, you might encourage your students to think about how to get information from the above sources. Skills which will have wide applicability during your visit to the museum:

Photographic analysis: What does a particular photo represent? What emotion is the subject showing? What can you learn about the time period based on the photograph?

Primary Source analysis: Considering the artifact, recording, photo or document, ask, "Is this the original source of information regarding this subject or is this an interpretation?" What can you learn about the time period from the identified source? How does it reflect what you already know about the time period or the music? How does it challenge or enhance what you previously thought? How do the various artifacts within a single display case relate to each other?

Music Analysis: Find familiar and unfamiliar songs and ask, "Why does this music work?" and "What makes this music work?" What instruments do you hear? What do you notice in terms of lyrics? What does the music convey beyond the lyrics? (Ex. a particular emotion)

Career Analysis: What careers are represented? What skills and knowledge are utilized in the careers you see represented?

To get the most out of your visit, it is recommended you review this whole guide in advance and identify what you want students to get out of their museum trip. Some of the discussion questions and activities can be introduced in advance, so that students make sure to look for that information while at the museum.

Here are some possibilities for overall museum visit explorations:

- Ask students to predict what they will be able to see and do at the museum and discuss upon completion of your trip.
- Have students create a KWL chart for the GRAMMY Museum—identifying what they
 already Know about recorded music and the GRAMMY® Awards and what they
 Want to know <u>before</u> going to the museum, and writing down what they Learned
 after they return.
- Encourage students to choose one music industry–related career before their visit to the museum and have them look for that specific profession throughout the museum. Where do they see their chosen profession impacting the process/product? What do they see individuals in that profession doing? What skills are utilized by that profession? What knowledge is necessary?
- Do a scavenger hunt! The Museum has scavenger hunts available for your students. Please request a scavenger hunt through your Museum contact prior to your group's arrival and they will be available for you upon arrival.
- Research project! Use your museum visit as an initial overview and choose something to research further – thinking about questions as you go through the exhibits.

AT THE MUSEUM

During your tour, your group will be asked to move through the Museum as a whole, staying together on each floor. However not everyone will be viewing exhibits at the same time. Should you want to gather your group, here are places that will work best:

- 4th floor: Traveling Exhibit Capacity = 15 seated, 12 standing (27 total). There are several benches on which students can sit as they wait for the rest of the group to catch up.
- 3rd floor: ROLAND Live Exhibit Capacity = 25 standing.
- 3rd floor: Great GRAMMY Performances. Capacity = 15 seated, 12 standing (27 total). There are 4, 45-minute looped videos playing in which highlights great GRAMMY Award show performances from the past 50 years.
- 2nd floor: The Clive Davis Theater. Capacity = 226. The Clive Davis Theater features films that give students a behind-the-scenes look at the GRAMMY Awards Show. Please note that during specific times, the Clive Davis Theater is used for private events and may not be available.

EXHIBIT: CROSSROADS



The large and colorful **Crossroads** table spreads out before you, inviting you to explore nearly one-hundred and sixty genres of music. Select the genres that interest you; they open up to reveal photos, songs, and stories that describe the music and its impact. In turn, each genre reveals connections to others, inviting you to experience familiar sounds in new ways, and new sounds in exciting ways.

Logistics:

16 listening stations 8 touch screens

Some possible activities at this exhibit:

Go to one of your favorite genres. What are the "related genres" for the one you selected? Any surprises? How are the genres related?

Go to a genre you don't know. How many steps would it take you to get to a genre you or your peers like? See how few connections you can make. Write down the number of steps it takes to get from one to the other.

Find two genres that share characteristics. What are those characteristics? Can you hear them in the indicative recordings for both genres? Which genre came first? How might it have influenced the other?

Why are there so many genres? What makes a genre unique?					
Why do you think so many genres are interrelated? Which connection of "shared characteristics" surprised you the most? Why? Can you hear the connections now that you are listening for them?					
How do you think a genre develops? (This question is good to ask before students move o to the "Epicenters" exhibit.)					
No	otes:				

EXHIBIT: ENDURING TRADITIONS



Four **Enduring Traditions** pods, lined with unique artifacts and oversize imagery, beckon you to explore the history of some of America's most significant musical traditions: pop, folk, sacred, classical, and jazz. Inside, vintage footage and interviews with a broad spectrum of musical artists capture the essence of the music.

Logistics:

There are 4 booths (Folk & Roots, Pop, Classical & Jazz, Sacred), each with a capacity of 8-10 people

Each booth includes a film of approximately six minutes, photos, some text description, and artifacts which may include instruments, correspondence, lyrics, fashion, books, or music

Some possible activities at this exhibit:

Put on your "journalist's hat," and see if you can answer the core questions: Who? What? When? Where? How? Why? **Who** are some key artists in this genre? **What** defines this genre? **When** did this genre develop? **Where** did this genre develop or become popular? **How** is music from this genre made (for example, what instruments, what techniques)? **Why** did this genre develop as it did?

Create a single visual representation of the information presented in one of the booths – try to include as much as you can from the six questions above. (This could be an activity done after returning from the museum)

As you go through the rest of the museum, look for the influence of these genres in the music and videos about other performers

Discussion Questions:

Where do you hear/see the influence of each of these four traditions today? In which genres? Which artists? Particular songs? Fashions?

Tips for getting more/diving deeper:

- In looking at the artifacts, students might consider: why did the curator choose to include this artifact? What new/different information does that particular artifact add to the exhibit? What does it illustrate from the text or words included elsewhere in the exhibit? What questions does it raise for you?
- Rather then have all students try to see all four, encourage them to focus on one of the pods. Students can present to each other afterwards

Notes:	

EXHIBIT: EPICENTERS



Spread across a curved wall, a map of the continental United States flashes, drawing your attention to **Music Epicenters**. Using dynamic touch screens, you explore the times and places where the sounds of American music have changed, and learn about the nation's rich and varied musical legacies. On an adjacent wall, one city's story is illustrated with artifacts and compelling imagery. This spotlight city exhibit is changed on a consistent basis, allowing even more stories to be told

Logistics:

3 listening stations/screens

3 additional plug-in spaces

Large map of the United States shows a portion of what those at the listening stations are selecting

TIP: If a group of students is around this exhibit, use just one station to be able to walk through the larger chronology

Some possible activities at this exhibit:

Track the progression of music epicenters on a blank map of the United States

Create a musical biography for a city. This could be done based on the information gathered during your museum visit, or after on a city of your choice, using the Music Epicenters exhibit as an example of what a musical biography might include

See Music Epicenters curriculum for additional lesson/project ideas.

Discussion Questions:

What geographic patterns do you notice in the progression of music?

How did/does migration affect musical trends? How do regional characteristics affect musical trends? Give examples of both from the exhibit

What seems to be the key components necessary for a music epicenter to emerge? Why are each of those components necessary? How does each contribute to the formation of an "epicenter?"

What are the connections between the geography of the epicenter and the music developed there? (Geography can include place, region, physical systems, and human systems)

What did you learn about the time and place of the epicenter, by learning about its music? Are there specific historical details you did not previously know? What questions does it raise for you about the history?

What information surprised you in this exhibit? Why? How could you learn more about that?

Tips for getting more/diving deeper:

- In addition to the overall chronology of primarily one genre and location for each decade, there is information about the music scene at each of the music epicenters at other times in history. To see this additional information, go to that city, and then simply choose any of the highlighted dates
- At the stations, look for information by photo analysis as well as reading the text and listening to the music. Each of the music epicenters has a collage of pictures that represents a snapshot of that epicenter—what do you notice in those photographs? What story do they tell as a group? What questions do they raise? (See which questions the text answers, and which need further research)

EXHIBIT: CULTURE SHOCK



Against a backdrop of some of modern music's most revolutionary figures, an audiovisual timeline reveals the past half-century. As you explore **Culture Shock**, the frequently heated intersection of music and the broader culture is revealed, telling some of society's most compelling stories, and spurring critical thinking

Logistics:

Video/listening board for 6 decades: 1950s, 1960s, 1970s, 1980s, 1990s, 2000s Each decade has one listening station and one plug-in space Each decade includes 5 short videos, approximately two minutes each To start a video segment, move the bar across the bottom of the decade

TIP: For those not listening through the headphones, the text of the narration is printed on the screen during the video segments

Some possible activities at this exhibit:

Focus on one decade to explore in-depth. Find out as much as you can about the decade and the music of the decade

Look for one theme through all the decades (e.g. social mores, the role of women, technology, attitudes towards government...) Looking and listening for this theme in each of the six decades shown, develop a theory about how that theme changed from the 1950s to today

See Culture Shock curriculum for additional lesson/project ideas.

Discussion Questions:

What do you know about the literature or art of each of these decades? How would you guess the music and the art/literature would compare? What would you expect to see in common? How might the music be unique? (These questions might be posed in advance to build curiosity for this exhibit. After the museum visit, this could be researched or explored as a class)

What were the roles and representation of women in each decade? What image was given to women in the lyrics of the songs? How did that change over time?

Who were the major influences in each decade? How did they influence others? What effect did their music have on individuals or society as a whole?

What key historical events were represented or referenced in the music you heard? What key events influenced the artists and/or genres? How? What questions do you have about these historical events?

What seemed to be the social standards and American cultural beliefs for each decade? What additional information could confirm or explain this?

How/why does a musical style become popular? What does it mean when the underground is suddenly the mainstream? How did/does technological capability impact or influence musical development? What technology did you see within these decades? How did it change over time?

Tips for getting more/diving deeper:

- Students can explore each decade with a particular theme, for example, the influence of economic factors during this time period, the representation of women, the themes explored in the lyrics at that time. Or, students could explore one decade with a focus on multiple themes. After the visit, students could share their findings with each other
- In advance of the museum visit, students might record their predictions about each decade – what themes and trends would they expect to see? Then they could compare their predictions with findings during the visit and note additional questions or areas of surprise

EXHIBIT: SONGWRITERS HALL OF FAME GALLERY



Songwriters Hall of Fame Gallery features video highlights from the annual Songwriters Hall of Fame (SHOF) Awards & Induction Dinners, an information kiosk of SHOF inductees and honorees, and interactive songwriting kiosks where visitors can collaborate in writing a song with legendary SHOF inductee songwriters Hal David (*Rain Drops Keep Fallin' on My Head*), Lamont Dozier (*Baby Love*), and Desmond Child (*You Give Love a Bad Name*)

Logistics:

6 Interactive songwriting stations

2 Starlight Award listening stations

Possible activities at this exhibit:

Have students write three song verses (one for each songwriter) on a piece of paper. Ask them to identify the theme of each song and then pass to a classmate who will write the next three verses

Discussion Questions:

Who were the major influences in each genre? How did they influence others? What effect did their music have on individuals or society as a whole? Are there any historical events represented or referenced in the music you heard? What key events influenced the artists and/or genres? How? How/why does a musical style become popular? How did/does technological capability impact or influence musical development? What technology did you see within these songs? How did it change over time? **Notes:**

EXHIBIT: FROM MONO TO SURROUND



From Mono to Surround is a vintage to modern listening experience. Hear how sound has developed through the advancement of technology over time. Select a performance, and listen as *From Mono to Surround* takes you from 1877 to today in the course of a song

Logistics:

1 enclosed booth (equipped with surround sound)

Choose between four different video performance listed A-D

Each video performance is approximately 3-5 minutes

Some possible activities at this exhibit:

Write down the name of each sound device that displays on the screen. Find out what new features were added as sound evolved from acoustic to digital and what advantages (and/or disadvantages) these upgrades had on the way we hear sound now

Discussion Questions:

How does technology affect the way we hear sound?

What knowledge is needed to develop new sound technology?

EXHIBIT: ROLAND LIVE



Roland LIVE gives students a chance to participate in the music-making process. By playing electronic instruments, students will have the opportunity to explore and think critically about how today's music is crafted

Logistics:

2 drum kits 1 sampling station 3 guitars 1 hand percussion

Possible activities at this exhibit:

Prior to starting, ask students which instrument they would most like to learn. What do they think would be the easiest instrument, what would be the most difficult?

Ask what genres are represented on the guitars? What are the shared characteristics of each genre? How do they work well together?

Discussion Questions:

What is the difference between acoustic and electric instruments? How is the sound different? What instruments do you think sound best acoustic and what instruments do you think sound best "plugged in?"

EXHIBIT: IN THE STUDIO



In the Studio is an exciting group of interactive experiences, offering a variety of unmatched access and opportunity. Spread across eight self-contained pods, each offering a different experience, this exhibit uses touch-screen interactivity and one-of-a-kind film footage to take you inside the recording process. Meeting and assisting you on your journey are some of music's most famous and significant producers, engineers, and recording artists. Drawn from a wide variety of eras and genres, they guide you through a distinct activity common to the recording process; just like in a real studio, you'll hear the consequences of the creative and technical choices you make, and experience first-hand the challenge and satisfaction of making great music

Logistics:

8 enclosed booths (Singing, Mixing, Remixing, Mastering.....)
Each booth has a capacity of 4-6 individuals
The video/related activities in each booth are approximately 11-12 minutes

Some possible activities at this exhibit:

Career based scavenger hunt. How many careers can you find on this floor or within the Museum? This could be an open question, or students could be given a list of professions in advance and identify where they found a certain profession in the Museum. (Please find a list of possible music careers included at the end of this guide)

The structure of this exhibit lends well to small group exploration. Students can explore the booths and report back to the rest of the class after returning from the Museum. To

deepen their reports, students could identify three individuals with a particular career that interests them and share the additional examples with the class

Discussion Questions:

Note: these discussion questions could be applicable to any of the booths and might be assigned as guiding questions for the students to think about whichever they are interested in exploring

What part of the music process is shown by this segment? How does this step contribute to the final work?

What professions are needed at this step? What skills are used by this professional? What knowledge is needed to do this profession?

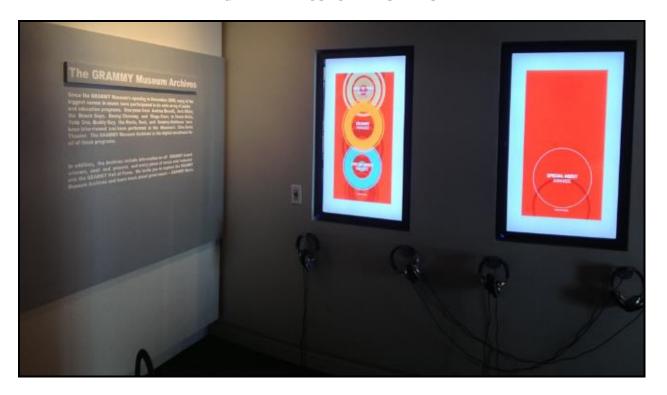
What tools or equipment is needed to perform this step? (What do you see being used in the video?) What technology is involved in that equipment or the use of it?

Which other professions interact with the primary professional at this step?

<u>Tips for getting more/diving deeper:</u>

- Remember to pay close attention to the video as well as listening for next steps
- Some of these professions and others in the music industry are highlighted along the back wall
- The exhibits on the far right wall show some of the ways individuals who have had an impact on the industry

GRAMMY MUSEUM ARCHIVES



Archives:

The GRAMMY Museum Archives is the digital warehouse for its Public and Education programs

Possible activities:

Look up an artist or group that you're familiar with or who captures your attention. Think of a question you would like to know before watching the interview and see if your question is answered. If not, write down the question and look up the answer.

The GRAMMY Museum Archives houses video and audio from over 400 public and education programs featuring artists including Smokey Robinson, The Beach Boys, Ringo Starr, John Legend and The Roots, Annie Lennox and more. Ask students to write a research paper on a specific genre, artist or time period and use the GRAMMY Museum Archives as a reference.

Logistics:

7 work stations; 12 head phones

GRAMMY AWARDS TIMELINE AND PERFORMANCES



Explore the GRAMMY Awards! In the GRAMMY Awards area, a blend of film, artifacts, and graphics take students deep inside the GRAMMY Awards, letting them experience all the glamour, recognition, and celebration.

Logistics:

GRAMMY Awards timeline

Two screens with *Great GRAMMY Performances* footage - this footage loops for 90 minutes GRAMMY Awards case featuring stage costumes from past GRAMMY performances and ephemera case featuring various objects from past GRAMMY Awards shows

Possible activities at this exhibit:

The structure of this exhibit lends well to small group exploration. Students can visit the area, find their three favorite pieces/artifacts/performances, research what year they are from and further information about the artist/owner and report back to the rest of the class after returning from the experience

Discussion Questions:

How have GRAMMY Award performances changed over the past 55 years? What do you notice about the production of the shows? How has technology changed since the GRAMMY Awards first aired on television? Think about various professions in the music industry, especially in concert production (students can reference careers list in the back of this

telecast?		
Notes:		
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EXHIBIT: THE LATIN GRAMMY AWARDS



The Latin GRAMMY Awards

The Latin GRAMMYs highlights the arrival of our exciting sister organization, The Latin Recording Academy. Taking the place each fall, The Latin GRAMMY Awards has given the GRAMMY name international appeal.

Logistics:

1 conga station 1 timbales

1 video looping video of Latin GRAMMY Highlights 1 interactive touch screen

1 exhibit display case photo gallery

Discussion Questions:

The Grammy Awards acknowledges all different styles and genres of music including Latin, what is then the purpose to have a separate Latin Grammy Awards Show?

THE CLIVE DAVIS THEATER



The Clive Davis Theater:

Take a seat in the Museum's 200-seat Clive Davis Theater and watch *The Making of a GRAMMY Moment.* Shot backstage throughout the 50th Annual GRAMMY Celebration, this film lets you feel firsthand the excitement of the GRAMMY show.

Logistics:

200 seats

15 minute looping video

*The Clive Davis Theater is used not only for exhibit space, but also for education and public programs. This may cause the theater to be closed the day of your visit.

Analyzing Photos

There are many graphics located throughout the GRAMMY Museum. Study a photograph or painting for a few minutes. What is your overall impression of this piece?

Use the columns below to list people, instruments activities, and setting in the photograph.

<u>People</u>	<u>Instruments</u>	<u>Activities</u>	<u>Setting</u>				
Based on your observations, list three things you might infer from this photograph.							
What questions does this photograph raise?							
Vhere could you find the answers?							

POSSIBLE CAREERS IN THE MUSIC INDUSTRY

(As compiled by The GRAMMY Foundation)

Artist and Repertoire (A&R) Representative Agent – Representation Arranger – Orchestrator Campus Representative Composer Conductor Distributor DJ - Remixer Film and TV Composer Manager- Management Music Attorney **Music Clearances Music Educator** Music Editor Music Journalist Music Publisher Music Supervisor **Music Therapist** Producer **Publicist** Radio DJ Radio Program Director **Recording Engineer** Songwriter Sound Design Video Director Video Game Composer