

# STUDY GUIDE: Stephen Hill

This study guide is to support virtual and in-person classes for students and teachers inspired by the movie *Respect* about the life of Aretha Franklin.

## Overview

Stephen Hill offers an engaging master class describing a road to success in the entertainment industry, marked with passion and hard work. The music and television industry are demystified in this short talk by one of the most prominent and creative minds in the entertainment industry. Weaving through stories about his journey and rise to entertainment industry leadership and fame, Hill describes the secrets to accessing opportunities, cultivating relationships, and the importance of acquiring a work ethic. He emphasizes his perspective on how many skills that serve us in life won't be taught in a classroom or learned from a textbook. His teaching style is conversational and very accessible, but most of all fun!

Students will learn the steps to take to start a career in entertainment for those who love music and the arts, but don't play an instrument, who do not sing or have a performing talent.

## Learning Objectives

This lesson will explore how Stephen Hill learned the steps to forge a career in the entertainment industry with his love for music and passion for television. Students can learn the following:

1. The role of education
2. The role of music in television
3. The role of television in culture
4. The role of television and music in communities
5. Choosing a career path
6. Aspects of the entertainment industry for non-performers
7. The importance of networking
8. Using latent talents
9. Advanced: Skill-building in intercultural

## Essential Questions for Reflection Critical Thinking

- What was Stephen's most important talent?
- What do you think: Why did Stephen say, "never let classes get in the way of a great education?"
- How did Stephen prepare for the opportunities he met on his career path?

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## **Suggested Student Activities**

### ***Connect to the Curriculum: English Language Arts***

Journal Prompts:

- What surprised you about Stephen's background?
- What skills do you use from Language Arts on Television? On Radio?

Reflection:

- Stephen talks about the first single record purchased as a child. What was your first record ever purchased? Did it inspire you to begin a hobby or favorite activity?

### ***Connect to the Curriculum: Social Studies***

Early [American History for television](#) begins around the 1950s.

- When was the Black Entertainment Television Network (BET) founded?
- Why is BET's existence significant?
- Are [people of all gender, abilities and ethnicities represented](#) well in radio and television? Support your answer.

'What If' Questions:

- Do you think Stephen should have remained at the radio station? Why or Why not?
- What is the impact of television and music award shows? Are they useful? Why or Why Not?

### ***Connect to the Curriculum: The Arts (Music, Dance, Visual Arts)***

Your students will hear Stephen Hill mention some perceptions concerning how to think about the arts, and careers in the arts. Perceptions about careers in the arts often prevent young people from pursuing dreams for careers in the arts. Discuss these concepts and their meanings as they relate to the arts and arts careers with your students from Stephen's interview:

- Never follow the money.
- The audience comes first; always care what the audience thinks.
- Passion and calling will always win.

Improvisation is, in a [musical setting](#), the collective or individual music created by [making up new melodies](#) to fit the structure of a song is known as improvisation. It is a vehicle by which a performer demonstrates his/her mastery, most common in African-based music, like Jazz, R&B, Hip-Hop, Gospel. Improvisation is also used in some Classical art forms. Identify improvisation in songs you know. People can also work in their careers using the concept of improvisation. Discuss how improvisation can be a [way of thinking about your life](#), and what it looks like if one creates from a mindset of using improvisation as a modality of learning, doing and manifesting opportunities.

### **Activity 1a: What Do You Know?**

Before viewing the master class, brainstorm with your students everything they already know about Radio and Television careers.

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### **Activity 1b: What Do You Want to Know?**

Then generate a list of at least ten questions that reflect what your students would like to learn about Radio and Television careers.

### **Activity 1c: What Did You Learn?**

After viewing the master class, discuss with students what was learned and review from the list of ten or more questions about Radio and Television careers.

### **Activity 2: Active Listening**

Prior to viewing the master class have student's brainstorm any associations they have for each of the program's key terms. Ask them to listen carefully for these terms during the master class. Ask students how they would define the words after the viewing.

- Applied Economics
- Music Director (@ Radio Station)
- Passion
- Producer
- Program Director
- Television Network
- Themes

## **Sample Lesson Plan**

### ***Create a Radio or Television Show***

#### **Objectives:**

1. **Listen** as a class, to songs selected by students on various topics. Choose songs that might help to create a theme for the show, e.g., Love, Family, Friends, Global Warming, Cars.
2. **Discuss** the possible themes. What is the story or idea being expressed by the themes?
3. **Write** individually, your interpretation of the song lyrics and/or themes.
4. **Discuss** roles students can take on to create a show. What are the tasks? What are the names of the jobs for people taking on those tasks, e.g., Writer, Cameraman, Producer, Talent?
5. **Write** the list of tasks, the timeline, the materials needed (props, supplies), the list of songs, the theme and possible names for the show.
6. **Create the show!**

#### **Materials Needed:**

- CD Player and Speakers
- Recordings of Music
- Black board or dry erase board with markers
- Loose leaf paper or journal for journal writing

#### **Process:**

**Listen** as a class to the possible songs to gather a theme and title for the television or radio show.

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**Use** these listen and respond questions:

1. How can you choose a theme from everyone's song ideas?
2. What is the show about/what is the story behind the song lyrics and how do they connect to the show you want to create?
3. How do you make decisions on putting it all together? Who is best at what task(s)?

**Discuss** the steps to create the show from start to finish and if Radio or Television is best.

**Write** about a story or idea you want to express. **Share** your ideas with another class.

**Ideas for future activities:**

- Put on the show you created for your school.
- Visit a radio station
- Visit a television station
- Invite a radio or television producer to your class.

**Advanced Discussions:** Intercultural maturity is the ability to communicate and behave with people who are different from you. How would a television or radio show promote the ability to get along with people who are different from you in gender, ethnicity, or country of origin? [You just may get into good trouble!](#)

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