



Teacher Notes and Enrichment Activities

The following enrichment activities are designed to enhance and support the VELS Arts/Music Curriculum Standards. We recommend teachers select AT LEAST one pre-show activity and AT LEAST one post-show activity to ensure students get the most from the OzRockStar experience.

What is Rock Music?

Rock is a form of popular music, usually featuring vocals (often with vocal harmony), electric guitars, a bass guitar, and a strong back beat (beats 2 & 4); other instruments, such as keyboards (organ, piano synthesizers) and horns (saxophone, trumpet, trombone) are common in some styles, however, horns have been omitted from newer subgenres of rock music since the 1990s. The genre of rock is broad, and its boundaries loosely-defined, with distantly related genres such as soul sometimes being included.

Rock and roll (also spelled rock 'n' roll, especially in its first decade), is a genre of music that emerged as a defined musical style in the Southern United States in the 1950s, and quickly spread to the rest of the country, and the world. It later evolved into the various sub-genres of what is now called simply 'rock'. As a result, "rock and roll" now has two distinct meanings: either traditional rock and roll in the 1950s style, or later rock and even pop music which may be very far from traditional rock and roll. From the late 1950s to the mid 1990s rock was perhaps the most popular form of music in the western world. Rock and roll is most typically played with an electric guitar, an electric bass guitar, a drum kit and sometimes a piano or keyboard. In the early rock and roll style of the early 1950s, the saxophone was often the lead instrument, replaced by guitar in the late 50s.

Source: Wikipedia



VICTORIAN ESSENTIAL LEARNING STANDARDS

THE ARTS LEVEL 3

Dimension: Creating and Making

- Students select and combine a range of musical elements, skills, techniques and processes to create and present (musical) arts works.
- Students show evidence of musical knowledge and identify techniques and features of other people's arts works that inform their own music making.

Dimension: Exploring and Responding

- Students identify and describe key features of (musical) arts works from their own and other cultures and times, and use (musical) arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's (musical) arts works.

ENRICHMENT ACTIVITIES

Before The Show:

1) Discussion/Shared Writing/Visual Art

Session 1

Discussion:

Key Question: What do we know about rock music and rock bands?

Shared Writing:

Discuss and list on chart paper 'what we know BEFORE the show' for comparison with list for AFTER the show (see example below).

What Do We Know About Rock Music And Rock Bands?

Before Rock Kids Show	After Rock Kids Show
<ul style="list-style-type: none">• There are different instruments that make up a rock band eg. drums, bass and lead guitar• Nickelback and The Rolling Stones play rock music• etc	



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Visual Art:

Students draw and label a visual representation of what they know BEFORE the show for comparison with a drawing of what they know about rock music and rock bands AFTER the show (use large paper or see attached worksheet).

*Before the show, remind students to watch and listen for information they can add to the class list and to their next drawing AFTER the show eg. names of instruments and equipment used.

2) Listening to and Identifying Features of Rock Music

- Students to listen and identify which music style is rock music. Play students 4 styles of music (eg. classical, opera, jazz, salsa, ambient/relaxation music, military/marching music, reggae etc), leaving rock music until last.
- Discuss and list features of rock music that distinguish the rock style from the others (eg. form of popular music, usually featuring vocals (often with vocal harmony), electric guitars, a bass guitar and a strong back beat).
- Students to use percussion instruments and body percussion to clap and play along to the strong back beat. Some students may also wish to dance to the music.

After The Show:

1) Discussion/Shared Writing/Visual Art

Session 2

Discussion:

Key Question: What do we **now** know about rock music and rock bands?

Shared Writing:

Discuss and list 'what we know AFTER the show' for comparison with list for BEFORE the show (see example below).

What Do We Know About Rock Music And Rock Bands?

Before Rock Kids Show	After Rock Kids Show
<ul style="list-style-type: none"> • There are different instruments that make up a rock band eg. drums, bass and lead guitar • Nickelback and The Rolling Stones play rock music • etc 	<ul style="list-style-type: none"> • The bass guitarist works closely with the drummer to create the foundation of the song • Rock music emerged in the 1950s in the U.S.A.



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Visual Art:

Students draw and label a visual representation of what they know about rock music and rock bands AFTER the show for comparison with the drawing they did BEFORE the show.

2) Instruments and Equipment

- Soon after the show, have students work in pairs to list as many of the instruments and equipment they can remember from the show.
- Make a class list with students contributing their partner list ideas.
- Have students list 2-3 features of each eg.

INSTRUMENT/EQUIPMENT	FEATURES
Bass guitar	-usually 4 strings -part of rhythm section -emerged from the large upright bass
Singer/voice/vocals	-provides melody and lyrics -can create harmonies -a strong voice depends on a healthy body

3) Selecting and Sharing Favourite Rock Songs From 1950s to Now

- Teacher selects and shares some favourite rock songs with students (songs from different eras if possible). Discuss personal preferences, similarities and differences between songs and revise features of rock music.
- Invite students to bring favourite rock songs from home to share at school (some teachers like to formalise this process by making it homework for the week). Students must be prepared to talk to the class about why the song was selected, how it fits into the rock style, who the artist/band is and approximately when the song was released.
- Students can listen to and identify features of the song such as instruments used, lyrics and what the song is about, melody, rhythm, dynamics and tempo.



Teacher Notes and Enrichment Activities

4) Create and Present Informal Performances

Students work in small groups to create and present informal performances to a teacher selected rock song using (either or all) percussion instruments, body percussion, voice and dance.

- Break students into small groups to work in their own spaces around the room.
- All groups perform to the same rock song.
- Explain that each group will perform for only part of the song.
- Students discuss performance ideas as a group (appoint a group leader to keep the group on task).
- Students select percussion instruments (if required).
- Each group member must understand their role in the performance.
- Play the song several times for groups to practise and refine their performances.
- SHOW TIME! Students sit in their groups around a centre 'stage' area. Teacher will indicate which group to perform first. During the song, teacher directs the group to stop, audience applauds, then next group enters the performance space while music continues.
- Replay song until all groups have performed, sometimes students want to perform twice.
- Discuss elements of performances and celebrate success!

http://en.wikipedia.org/wiki/Rock_music

http://en.wikipedia.org/wiki/Rock_and_roll

<http://www.tunecharts.com/>

<http://www.history-of-rock.com/indx.html> *left hand buttons on this site have lots of links to interesting topics like 'Teenagers in the 1950s' which include photos of the fashions and explanations of post war conservatism and how rock and rock music provided teenagers with an escape for the seriousness of the time.