



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 4

Dimension: Creating and Making

- Students independently and collaboratively experiment with and apply a range of skills, techniques and processes to plan, develop, refine, make and present (musical) arts works.
- In their (musical) arts works, students communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.

Dimension: Exploring and Responding

- Students interpret and compare key features of (musical) arts works made in a range of times, places and cultures.
- Students discuss the purposes for which (musical) arts works are created in different historical and cultural contexts.
- Students experiment with imaginative and innovative ways of generating ideas and manipulating melody, rhythm, dynamics and tempo to explore the potential of ideas, gaining inspiration from (musical) arts works from different cultures, styles and historical contexts.

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).



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What Do We Know About Rock Music And Rock Bands?

Before Rock Kids Show	After Rock Kids Show
<ul style="list-style-type: none">• Rock music usually has drums, bass guitar and electric guitar• There are different styles of rock music like heavy metal, old time rock & roll and grunge• Rock music began in America• etc	

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).

3) Brainstorming and Listing Favourite Rock Bands and Songs

- Begin with whole class discussion and listing favourite rock bands and songs on chart paper.
- Students in small groups discuss and list favourite rock bands and songs. Students must then sort and classify their lists into groups of different styles of rock or sort according to similarities and differences.
- Share time – students share group ideas to add to class list on chart paper.



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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"> You can dance to rock music Rock bands need a singer There are different instruments that make up a rock band Rock bands need a drummer 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. etc

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	<ul style="list-style-type: none"> -usually 4 strings -part of rhythm section -emerged from the large upright bass
Singer/voice/vocals	<ul style="list-style-type: none"> -provides melody and lyrics -can create harmonies -a strong voice depends on a healthy body



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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.

3) Create and Present Performances of a Well Known Song in Different Styles

Students work in small groups over a few sessions to create and present musical performances of a well known song performed in at least 3 different styles. In the OzRockStar show, the band played the nursery rhyme 'Mary Had A Little Lamb' in the styles of reggae, country, rock and its original nursery rhyme form. Students may select another nursery rhyme or any well known song to perform in different styles such as rap, opera, hip hip or any style they choose. Students can use (either or all) percussion instruments, body percussion, instruments from home, voice and dance.

- Break students into small groups to work in their own spaces around the room.
- Students discuss performance ideas as a group (appoint a group leader to keep the group on task).
- Students must select a song and at least 3 styles of music to perform.
- Have percussion instruments available for students to use.
- Each group member must understand their role in the performance.
- Give groups a set times to practise and refine their performances over a few days (some students may wish to bring instruments or costumes from home).
- SHOW TIME! Students perform their well known song in 3 different styles. Audience may wish to guess which styles of music are represented.
- Discuss elements of performances and celebrate success!



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4) **Researching and Presenting Information on Different Rock Styles Through Different Times.**

Students research and present information on different decades, years, rock styles and fashions. Students may wish to work on their own, in pairs or small groups. Flexible presentation options should be considered such as - oral, musical, video, poster form etc.

- Begin with a class discussion to explain the project and to discuss the range of topics that may be researched – brainstorm a ‘possible topics’ list on chart paper (to be added to later).
- Give students some thinking time and tell them they must come up with their topics tomorrow.
- List names next to topics on list as a record of who is doing what topics, add new topics to the list.
- Students begin their research and continue working on gathering information and their presentations during set times in preparation for the set completion date. The websites listed below are suggested as a good place to start with the research. Students may wish to consider interviewing parents, grandparents etc about favourite songs, fashion etc for relevant eras.

After the presentations, discussion should encourage students to:

- interpret and compare key features of (musical) arts works made in a range of times, places and cultures.
- discuss the purposes for which (musical) arts works are created in different historical and cultural contexts.

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.