



Teacher's Guide

for the K-6 school assembly **"The History of Rock 'n Roll"**

The "History of Rock 'n' Roll" assembly is a fun assembly. Yet there is considerable knowledge and appreciation about music and theatre of music that may be taken from the performance. We encourage teachers to augment what the students see and hear at the assembly with some of the following activities. Most of these are based on the California Department of Education Content Standards for Music and Theatre.

PRIOR TO THE ASSEMBLY PERFORMANCE, WE SUGGEST:

- For some students an assembly may be their only opportunity to experience live theater. Proper audience behavior can be discussed. For instance, is it ok to laugh, shout out, sing along, get up and move around, talk to your neighbor, or talk on a cell phone?
- Discuss the meaning of the word "rhythm". Demonstrate it by simply clapping hands to a steady beat.
- Discuss the meaning of the word "tempo". Demonstrate a slow clapping beat and a fast clapping beat.
- Call and Response: Teachers may make up simple clapping rhythms and gesture to the students to mimic. Before beginning a new rhythm, the teacher can repeat each made up clap rhythm at least two times, each with student response to allow all students to successfully copy it. Begin simple (e.g. two claps) and then slowly make it more challenging (e.g. three slow claps followed two short claps).

FOLLOWING THE ASSEMBLY PERFORMANCE, WE SUGGEST:

- Discuss with the students the meaning of the word "style". ("A musical style is ...")
- Discuss why and how different types of musical instruments have been popular throughout history. (e.g. The electric guitar did not exist in the days of George Washington because electricity had not been invented. Why didn't Abraham Lincoln use a microphone when giving his speech at the Gettysburg?)
- Ask the students to describe the style of music that they listened to and liked when they were babies. Naming songs is okay. Older students can describe the styles. Ask students to describe the style of music they listen to when they were 2-years old, 4-years old, etc.
- As an exercise about musical change in history, the teacher can sing (or play a CD) with examples of music from different periods in history.
- Using a CD player, play two-minute excerpts from two contrasting musical styles (e.g. The Latin and Jazz; Classical and Country; 50's rock and 90's rock). Ask the students what is different and what is similar about the two styles. The teacher can use tempo, mood, vocal styles, and instruments as a means to compare.
- If a teacher dares, play a piece of music from the year they were born...or one they loved as a child and compare that to the music of today. What is a decade? What history happened in different decades? Show different styles of clothing worn in different decades.

[Link to a fun teacher and student introduction to one of our assemblies \(a short YouTube video clip\)](#)



Please email your comments about the performance to Mark Beckwith: mark@showsthatteach.com.

A FEW OF OUR ASSEMBLY PROGRAMS



All That Trash



Wright Brothers Musical



#20, Where Did You Go?



Ben Loves Books



The Character Show



200 Years of American Music