# That Rock n' Roll Sound:

## *EARLY ROCK N' ROLL INSTRUMENTS AND THE SOUNDS THEY MAKE*

# Teacher's Guide

CLEAR LAKE IOWA
THE FINEST PEOPLE
THE FINEST BANDS
Surf®

# That Rock n' Roll Sound:

*EARLY ROCK N' ROLL INSTRUMENTS AND THE SOUNDS THEY MAKE*

## Teacher's Guide

This teacher's guide contains classroom lessons designed to help teachers introduce their students to some traditional instruments featured in early Rock 'n' Roll music and to the sounds they create. These lessons are complemented by a tour of the Surf Museum and a hands-on experience with the instruments themselves. The lessons address specific curriculum objectives in language arts, math, music, social studies and science for grades K-8. All curricular connections are based on the National Core Standards and the Iowa State Curriculum Standards, and can be used as interdisciplinary teaching tools. *Teacher Tips*, included in some of the lessons, provide more detailed instructions or suggestions for ways teachers can adapt lessons to the particular needs and backgrounds of their students. The lessons may be taught over several weeks or condensed into several class periods. Each lesson lists an estimated preparation time and teach time.

## Table of Contents:

# That Rock n' Roll Sound

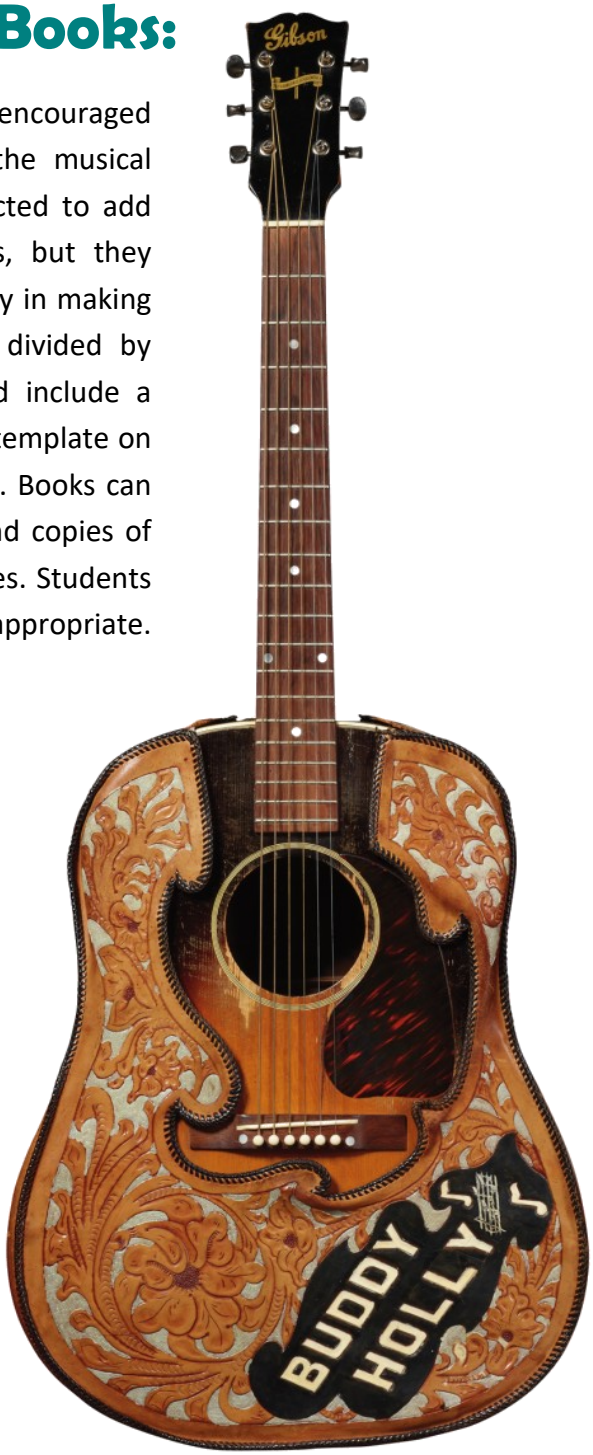
## Create Musical Instrument Books:

As part of this unit, students are encouraged to create their own books about the musical instruments. Students will be instructed to add new instruments and information to their books, but they should also have the freedom to use their creativity in making the book their own work. The book should be divided by musical instrument. Each instrument entry should include a drawing of the instrument, the Observation Sheet (template on page 21), and space for "free" writing and drawing. Books can be made of construction paper and lined paper, and copies of the Observation Sheet can be glued to specific pages. Students should share their work with others when it is appropriate. *Instrument Example Book Included in Teacher Packet.*

**Teacher Tip:**

For younger students, you may wish to create an instrument book as a class. You could use easel paper or poster board for the pages.

You could also create a bulletin board for this unit where you post pictures of each instrument, drawings children create of each instrument, photos of people playing each instrument or the observation charts students have completed.




*Gibson J45 replica made for Sir Paul McCartney. Commissioned by the Buddy Holly Education Foundation. The Buddy cover was painted by Andy Howe in Canterbury, England.*

# That Rock n' Roll Sound

## 1 What Do You Already Know? What Would You Like to Know?

Iowa State Curriculum Standards:

**Language Arts**

**8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8, W.1.8, W.2.8, )(DOK1,2)

**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1, L.1.1, L.2.1, L.3.1, L.4.1, L.5.1) (DOK1,2)

**Music**

**8.0** Understanding relationships between music, the other arts, and disciplines outside the arts: K-4 (8a, 8b)

**Objective:** Students will create a set of statements they believe about musical instruments, how they are made, and how they make sound. They will also create a set of statements determining what they would like to learn about musical instruments. They will evaluate these statements at the end of the unit by reflecting on the lessons and the museum visit.

**Materials** Construction paper, lined paper, pencil, glue, instrument books.

**Prep Time:** 60 minutes to create instrument books and complete chart.

*Ritchie Valens*

**1. Ask students to construct their books.**

**2. Use the following questions for class discussion:**

- Do you play a musical instrument? If so, what instrument do you play?
- What is your favorite musical instrument?

**3. Before starting this unit, create a KWL chart with your class.**

This is a chart with three sections or columns, one for each letter: K, W and L. The K section is what we already know about musical instruments, how they are made, and the sounds they make. The W section is what we want to learn about musical instruments. At the end of this unit, we will complete the L section: what we learned. Once this chart is created, save it for review and use it at the end of the unit.


**Teacher Tip:**

You may choose to make this an individual activity by asking students to work independently on their KWL charts. Each student can glue the chart in the beginning of his or her book.

# That Rock n' Roll Sound

## 2 What is Sound?

Iowa State Curriculum Standards:

**Language Arts**

**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1, L.1.1, L.2.1, L.3.1, L.4.1, L.5.1) (DOK1,2)

**2.** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling. (L.K.2, L.1.2, L.2.2, L.3.2, L.4.2, L.5.2) (DOK1,2)

**8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8, W.1.8, W.2.8, ) (DOK1,2)

**Music**

**11.** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, an d responding.

**Science**

PS2.A Forces & Motion. Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed and direction of its motion and can start or stop it.

PS2. C Relationship between energy and forces. A bigger push or pull makes things speed up or slow down, more quickly.

**Objective:** Students will discuss how sounds are produced through vibration. They will explain how sound travels in waves that move differently in different materials, such as air and water.

**Materials:** Instrument books, paper, pencils, glue.

**Teach Time:** Varies (30 minutes for class activity: 10 minutes if activity is assigned as homework)

**Vocabulary:** sound, sound waves, vibration

**Book Entry:**

Students can answer these questions in their books. They can also define sound in their books. They can find a definition in the dictionary or on the Internet.

*Sound is vibrations that travel through air.*

### 1. Ask students to observe and record the sounds they hear throughout the day.

*They can use the following questions to make notes in their instrument journals:*

- Describe the sound you hear.
- What time of day did you hear it?
- Where did you hear it?
- What is creating the sound?

**Notes**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

**Teacher Tip:**

For younger students, you may wish to lead them on a "listening walk." Give each student a clipboard and piece of paper. Take a walk around your school through the hallway, gym, auditorium or playground. Ask students to record the sounds they hear in each space. Their observations will help them answer the questions listed above.

For older students, you can adapt this activity to a homework assignment by asking them to record the sounds they hear in their home, on their way home, at the grocery store or in other places in their neighborhood or community.

# That Rock n' Roll Sound

## 2. Using students' collected data, share and discuss the following:

*In order to understand how sound moves through musical instruments, we must first examine sound in general and how it is created.*

- What sounds did you hear throughout the day?
- Where did you hear these sounds?
- How do you think sound is created?
- Are all the sounds created the same way?
- How does the sound make it to your ear?

## 3. Use the following questions for discussion:

- When you talk to a friend, how does sound get from his/her mouth to your ears?
- How might your bodies behave differently if you create a whisper than if you shout? Why?
- How would a friends' body respond differently if they were listening to us whisper or shout? Why?

## 4. Share the following with students.

Sound travels through air just like waves travel in water. This is why we say that sound travels in sound waves. When we talk, our vocal cords vibrate, creating noise. This noise then travels through the air in sound waves that hit our ears, causing them to vibrate.

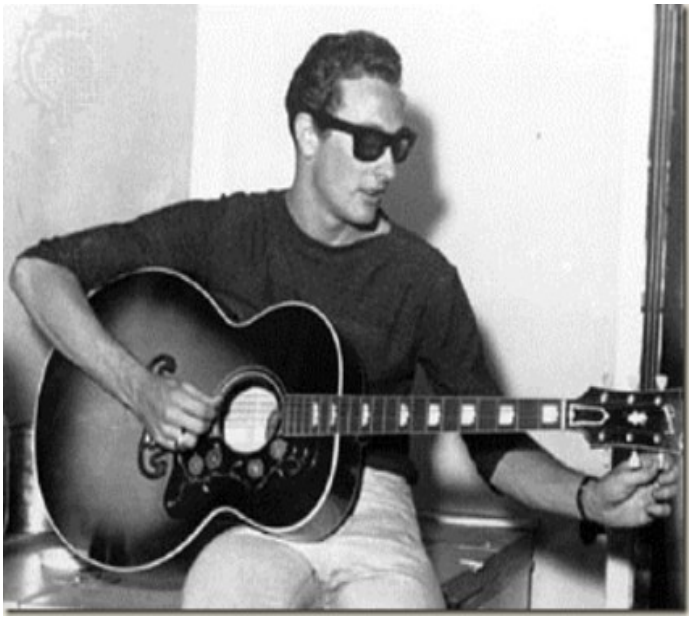
*Sound Wave*

**Teacher Tip:**

To demonstrate further the vibrations, attach a piece of string to two points that are apart from each other. Pull on the string so that the students can see the string vibrate. Students could also research the voices and noises of other animals and insects.

## 5. Ask students if they have ever noticed how voices sound different when they are underwater.

Why might this be? Explain to them that sound cannot vibrate as fast in water. This creates quieter, more muffled sounds. Also, their eardrums receive sound waves that are traveling much more slowly when they are underwater, which is why they cannot hear them as well. The different materials used to make musical instruments create unique sounds.



Buddy Holly with Gibson J—45

# 3 The Voice - Our Personal Musical Instrument

Iowa State Curriculum Standards:

**Music**

**4.** Performers' interest in knowledge of musical works, understanding of their own technical skills, and the context for a performance influence the selection of repertoire. (MU:PR4.1. Ka, MU:Pr6.2.Ka, MU:Pr6.3.Ka)

**6.** Perform expressively, with appropriate interpretation and technical accuracy, and in the manner appropriate to the audience and context (MU:Pr6.1.Ka, Pr6.1.1a, MU:Pr6.1.2a, MU:Pr6.1.3a,MU:Pr6.1.4a, MU:Pr6.1.5a)

**Science**

**K-Ps3-1:** Conservation of Energy and Energy Transfer ( Ps3.B)

**Objective:** Students will explore their own voices in order to learn how sound is created by vibrations. They will also learn how instrument materials and the shape and size of sound holes affect sound.

**Materials:** Larynx Example Sheets (included)

**Prep Time:** none

**Teach Time:** 20 minutes

**Vocabulary:** inner ear, larynx, vibration

## 1. Ask Students the following questions

- Does anyone sing in a choir?
- Do you think of your voice as a musical instrument? Why or why not?
- How do you think your voice is similar to a harmonica? How is it different?
- Look at a diagram of the larynx and talk about how air moves through the chambers.

## 2. So that your students can further explore their voices, direct them in singing a familiar song together like "Happy Birthday."

**Teacher Tip:**

Instead of singing the suggested song, have students recite a song or poem they have been learning. You can also have them say the Pledge of Allegiance or another speaking activity they take part in regularly.

## 3. Ask students to sing the song while placing their hands on their throat, neck and chest.

- What do you feel? (vibrations)
- What parts of your body help you talk or sing?
- What parts of your body help you hear?
- Observe what parts of your body you are using

## 4. Share the following information with students:

When you place your hands on your throat, neck and chest, you are feeling the vibrations of your voice. The air travels from your lungs and hits your voice box, or larynx, to create vibrations (in your throat).

**Teacher Tip:**

To extend this lesson, use a diagram of a voice box, or larynx, and the inner ear (included). Examine the details of these body parts. Discuss how they work.

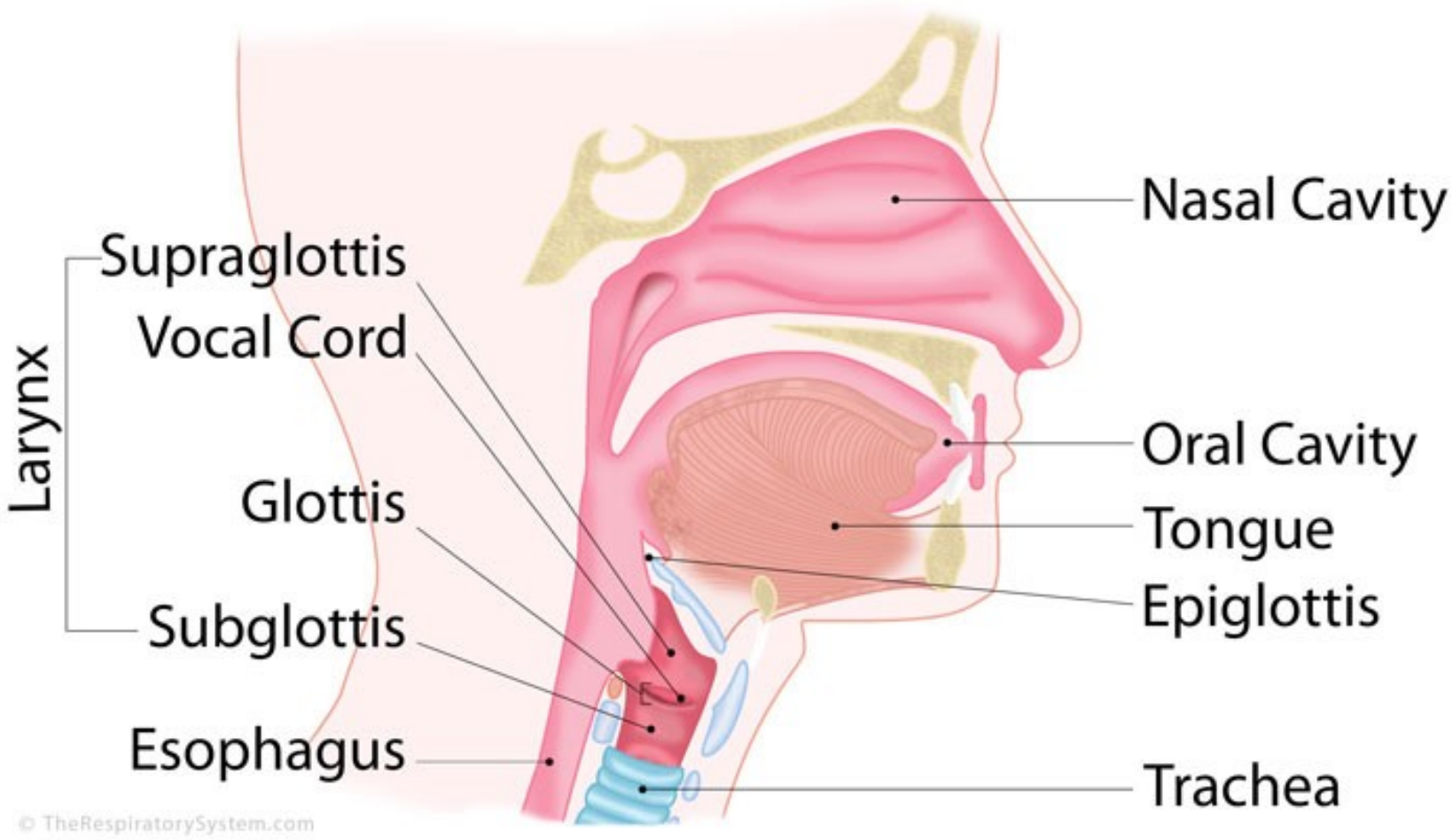
## 5. Ask students to sing the song again.

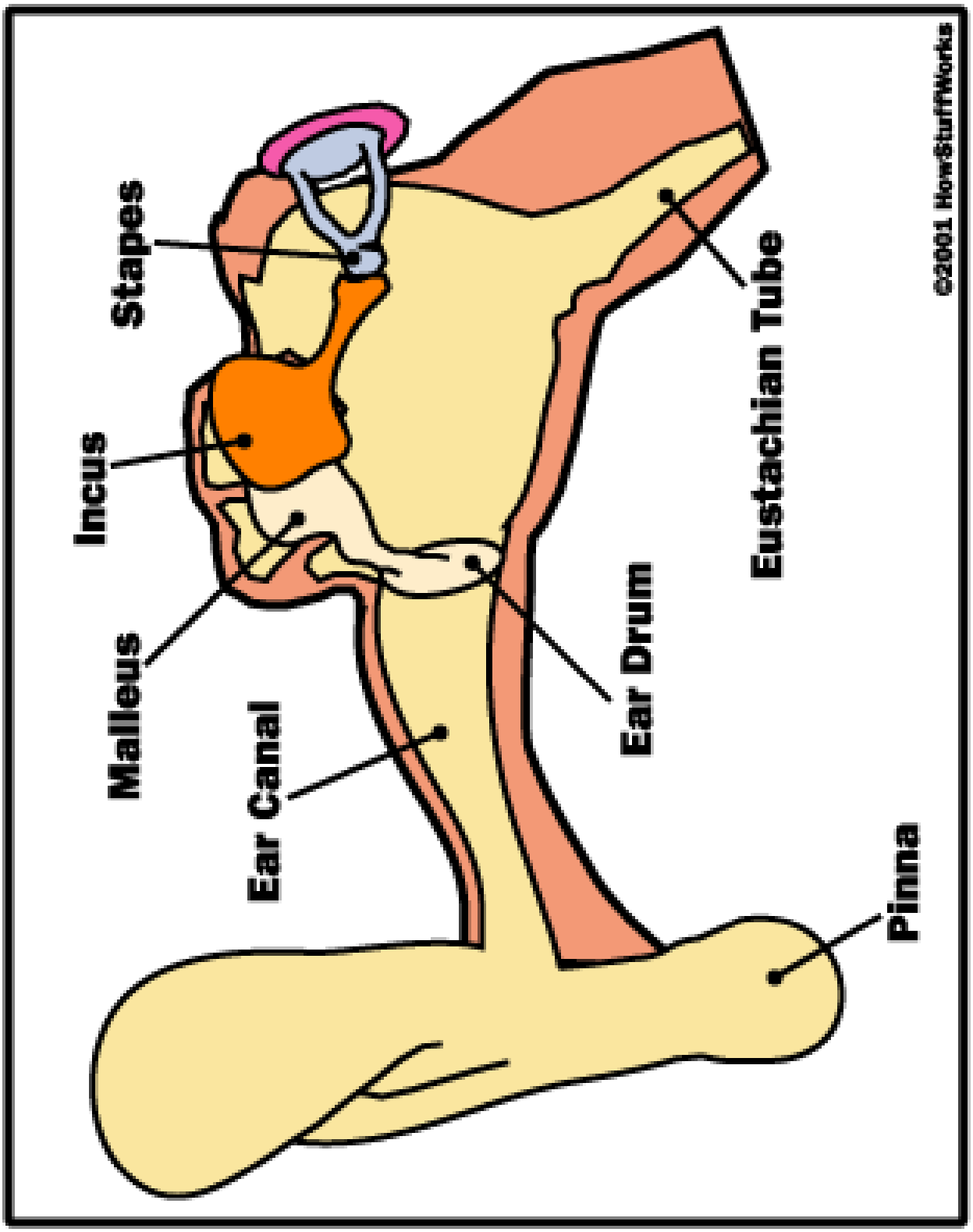
Have them sing with their mouths open as wide as they can. Then have students sing with their teeth clinched together.

- Which way is louder? Why might that be?

This activity helps us begin to think about how the design of an instrument and the shape and size of its sound holes determine its sound.

# Larynx


Larynx
Supraglottis
Vocal Cord
Glottis
Subglottis
Esophagus
Nasal Cavity
Oral Cavity
Tongue
Epiglottis
Trachea
© TheRespiratorySystem.com


Stapes
Incus
Malleus
Ear Canal
Ear Drum
Eustachian Tube
Pinna
©2001 HowStuffWorks

# 4 | The Electric Guitar

Iowa State Curriculum Standards:

**Language Arts**

**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K..1, L.1.1, L,2.1, L.3.1, L.4.1, L.5.1) (DOK 1,2)

**2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K..2, L.1.2, L,2.2, L.3.2, L.4.2, L.5.2) (DOK 1,2)

**Math**

**1.MD.C.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many are in each category, and how many more, or less, are in one category than in another.

**1.G.A.** Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

**Social Studies**

**SS. 2.17** Explain how environmental characteristics impact the location of particular places.

**SS. 1.8** Students will explore the culture of their own communities by examining leadership in their community, the role goods and services play in a community, and the history of diverse culture over time.

**Music**

Performers interest in knowledge of musical works, understanding of their own technical skills and the context for a performance influence the selection of repertoire (MU:PR4.1.Ka ,MU:Pr6.2.Ka, MU:Pr6.3.Ka)

Response to music is formed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music. (MU:Re7.2)

Understanding connections to varied contexts and daily life enhances musician's creating, performing and responding. (MU:Cn11.0)

**Objective:** Students will examine an electric guitar, photograph of an electric guitar or recall from memory to describe its physical characteristics: size, shape, strings and materials. Students will listen to a song featuring the electric guitar to describe its distinctive sound and how that sound is created.

**Materials:** Paper, pencils, Observation Sheet (included) electric guitar line drawing, an electric guitar, photograph of an electric guitar (all included) CD (included with Lesson Guide) and CD Player.

**Prep Time:** 10 minutes to gather materials and make copies of the Observation Sheet and electric guitar line drawing.

**Teach Time:** 60 minutes

## What do you See?

### 1. Share the following with students:

- We will create or use a chart to collect information about the electric guitar and to learn about its distinctive sound.

### 2. Show students the guitar or images of the guitar.

- Allow students to fill in the appropriate information on their charts. This can be done independently or as a class.
- Ask students to write the name of the instrument. Do you know what this instrument is? What do you already know about the instrument?

# That Rock n' Roll Sound

**Book Entry:** Encourage students to cut and paste the electric guitar line drawing into their instrument book. They can color and decorate their instrument any color they would like. Students do not have to use the included line drawing but instead could draw their own. They should use the next several pages of their books to collect information about the electric guitar.

## 2. Share the following information about the electric guitar with students

**Design:** a stringed instrument with a solid body or hollow body, long, fretted neck and typically, six strings.

**Materials:** wooden body and neck with metal or nylon strings.

**History:** The need for an amplified guitar became apparent during the big band era, as jazz orchestras of the 1930s and 1940s increased in size with larger brass sections. The first usable electric guitar was introduced by the Rickenbacker company in 1932, giving guitarists the volume necessary to compete with other instruments in a large band. In 1941, Les Paul created the first solid-body electric guitar, and in 1946 Leo Fender designed the first commercially successful solid-body electric guitar. Solid-body electric guitars have no internal cavity or sound hole to accommodate vibrations as in acoustic guitars. They thus produce very little sound when played without amplification.

**Playing Technique:** The strings of the guitar are strummed or plucked with one hand while the other hand presses down on the strings to make notes or chords.

**Some styles of music in which the guitar can be heard:** country, rock, folk, classical, bluegrass, jazz and blues.

## 3. What Do you Hear?

**Play a sound clip of the electric guitar from the accompanying CD and consider the following.**

Students may write their answers in their journals or discuss them in small groups or this may be discussed as a class.

- Use your chart to write down how you think this instrument sounds.
- Have you heard this instrument before? Where? In what song?
- Do you like the sound it makes? Explain.
- How do you think its design contributes to its distinctive sound? Think about its shape, size, what its made of, the size of its sound hole and what the strings are made of.
- Does the sound of the guitar remind you of another instrument or a sound heard in nature?

## Notes

## Observation Sheet

### Look

Name of musical Instrument:_____

Strings: How many? _____What are they made of?_____

What is the body of the instrument made of?_____

Describe the design and shape:_____

Sound holes; How many?_____ Shape?_____

Tuning pegs:_____ How many?_____

### Listen

Describe the sound it makes:_____ Is it high or low pitched? _____

Is it a happy sound?_____ Sad sound?_____ Rough sound?_____ Smooth sound?_____

How is the instrument played? _____

Does the sound remind you of something else you hear in nature or elsewhere?_____

Do you like the sound?_____ Explain:_____

Have you heard this instrument before? Where and when? _____

_____

### Reflect

_____

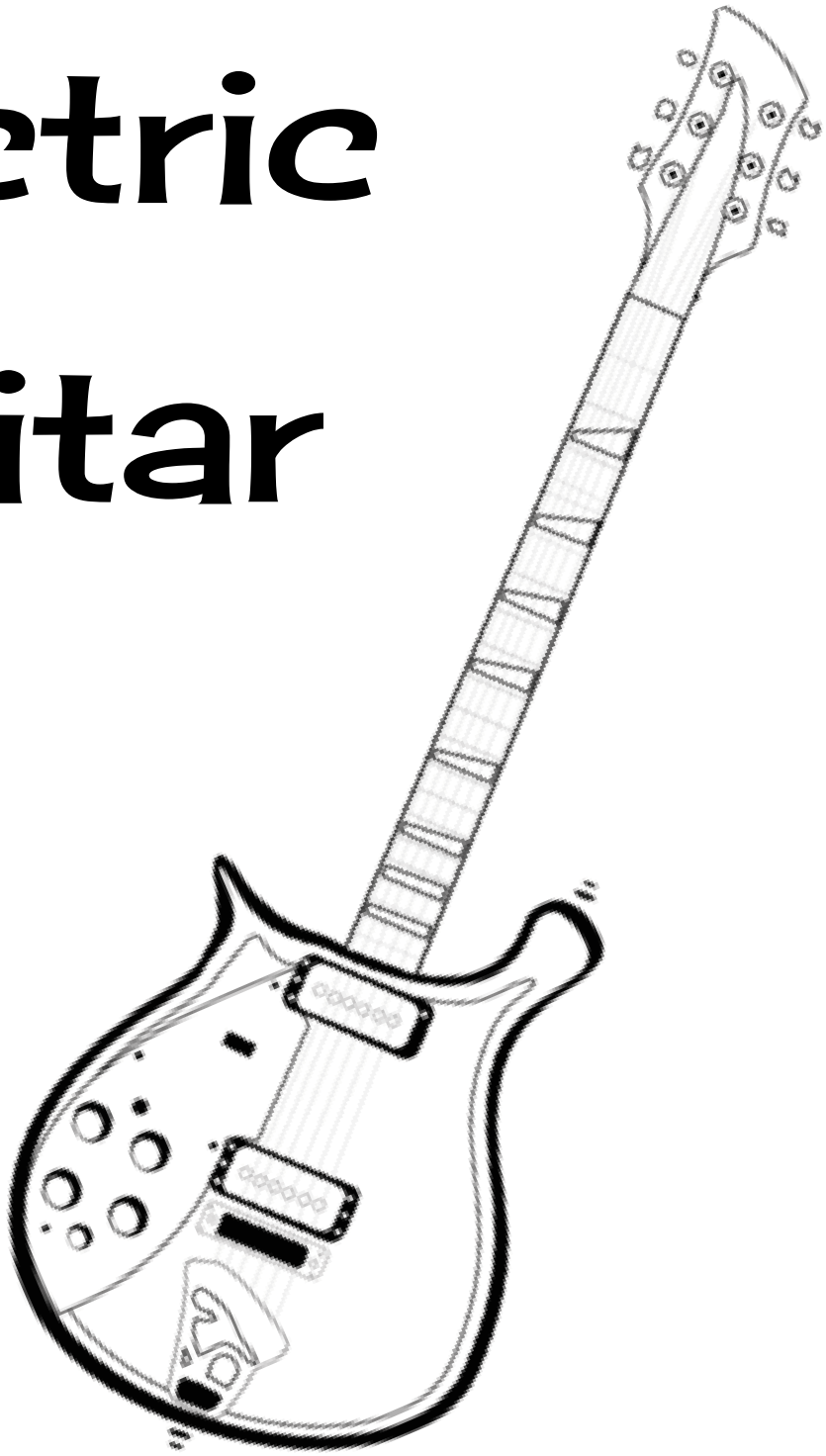
_____

_____

_____

If you could redesign this instrument to change the sound, how would you do this? How would the sound be different? What would the instrument look like?

# Electric Guitar



# 5 | The Bass Guitar

Iowa State Curriculum Standards:

**Language Arts**

**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K..1, L.1.1, L,2.1, L.3.1, L.4.1, L.5.1) (DOK 1,2)

**2.** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (L.K..2, L.1.2, L,2.2, L.3.2, L.4.2, L.5.2) (DOK 1,2)

**Math**

**1.MD.C.4** Organize, represent and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more ore less are in one category than in another.

**1.G.A.1** Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

**Social Studies**

**SS. 2.17** Explain how environmental characteristics impact the location of particular places.

**SS. 1.8** Students will explore the culture of their own communities by examining leadership in their community, the role goods and services play in a community, and the history of diverse culture over time.

**Music**

Performers' interest in knowledge of musical works, understanding of their own technical skills and the context for a performance influence the selection of repertoire. (MU:PR4.1.Ka ,MU:Pr6.2.Ka, MU:Pr6.3.Ka)

Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music. (MU:Re7.2)

Understanding connections to varied contexts and daily life enhances musician's creating, performing, and responding. (MU:Cn11.0)

**Objective:** Students will examine a bass guitar, photograph of a bass guitar or recall from memory to describe its physical characteristics: size, shape, strings, and materials. Students will listen to a song featuring the bass guitar to describe its distinctive sound and how that sound is created.

**Materials:** Paper, pencils, Observation Sheet (included), bass guitar line drawing, a bass guitar or a photograph of a bass guitar (all included), CD (included), CD Player.

**Prep Time:** 10 minutes to gather materials and make copies of the Observation Sheet and bass guitar line drawing.

**Teach Time:** 60 minutes

## 1.What do you see?

### Share the following with students:

- We will create or use a chart to collect information about the bass guitar and to learn about its distinctive sound.

### Show students the bass guitar or images of the bass guitar.

- Allow students to fill in the appropriate information on their charts. This can be done independently or as a class.
- Ask students to write the name of the instrument. Do you know what this instrument is? What do you already know about the instrument?

# That Rock n' Roll Sound

**Book Entry:** Encourage students to cut and paste the bass guitar line drawing into their instrument book. They can color and decorate their instrument any color they would like. Students do not have to use the included line drawing but instead could draw their own. They should use the next several pages of their books to collect information about the bass guitar.

## 2. Share the following information about the bass with students:

**Design:** a stringed instrument with a solid body; long, fretted neck and typically, four strings.

**Materials:** wooden body and neck with steel or nylon strings.

**History:** In the 1930s, musician and inventor Paul Tutmarc of Seattle, Washington, developed the first electric string bass, a fretted instrument designed to be played horizontally. In the 1950s, Leo Fender, with the help of his employee George Fullerton, developed the first mass-produced electric bass guitar. Fender was the founder of Fender Electric Instrument Manufacturing Company, which made popular brands of electric guitars, basses and amplifiers. Fender's Fender Precision Bass, which began production in October 1951, became a widely copied industry standard for the instrument.

**Playing Technique:** The strings of the bass are strummed or plucked with one hand, while the other hand presses down on the strings to make notes or chords.

**Some styles of music in which the bass guitar can be heard:** country, rock, folk, classical, bluegrass, jazz and blues.

## 3. What Do you Hear?

**Play a sound clip of the bass guitar from the accompanying CD and consider the following.**

Students may write their answers in their journals or discuss them in small groups, or this may be discussed as a class.

- Use your chart to write down how you think this instrument sounds.
- Have you heard this instrument before? Where? In what song?
- Do you like the sound it makes? Explain
- How do you think its design contributes to its distinctive sound? Think about its shape, size what its made of and what the strings are made of.
- Does the sound of the bass guitar remind you of another instrument or a sound heard in nature?

## Notes

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

*Adapted from the New World Encyclopedia*

# That Rock n' Roll Sound

## 4. Instrument Families

### Share the following with students:

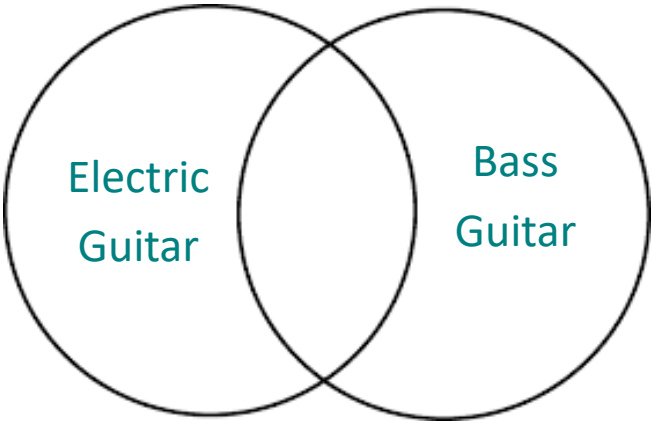
- All instruments belong to families. Each family has distinct qualities that define it, much like your own family!
- The Bass Guitar and the Electric Guitar are in the same family. Why do you think that is?
- Ask the students to identify the similarities and differences between the two instruments.

**Teacher Tip:**

Use the included Bass and Electric Guitar comparison posters to help your students identify the similarities and differences .

**Teacher Tip:**

An adaptation can be made to this activity by using a Venn Diagram to compare and contrast the guitar and the bass.




*Comparison Examples*

## String Instrument Family

- String instruments, otherwise known as chordophones, are musical instruments that produce sound from vibrating strings when the performer plays or sounds the strings in some manner.
- A wide variety of techniques are used to sound notes on the electric guitar, including plucking with the fingernails or a plectrum, strumming and even "tapping"on the fingerboard and using feed-back from a loud, distorted guitar amplifier to produce a sustained sound.



## Important Definitions

- Pickup: *A transducer that captures or senses mechanical vibrations produced by musical instruments, particularly stringed instruments such as the electric guitar, and converts these to an electrical signal that is amplified using an instrument amplifier.*
- Tuning Pegs: *A tuning peg is used to hold a string in the peg box of a stringed instrument. It is used to tune the strings of guitars and/or basses.*

# Observation Sheet

## Look

Name of musical Instrument:_____

Strings: How many? _____What are they made of?_____

What is the body of the instrument made of?_____

Describe the design and shape:_____

Sound holes; How many?_____ Shape?_____

Tuning pegs:_____ How many?_____

## Listen

Describe the sound it makes:_____ Is it high or low pitched? _____

Is it a happy sound?_____ Sad sound?_____ Rough sound?_____ Smooth sound?_____

How is the instrument played? _____

Does the sound remind you of something else you hear in nature or elsewhere?_____

Do you like the sound?_____ Explain:_____

Have you heard this instrument before? Where and when? _____

_____

## Reflect

_____

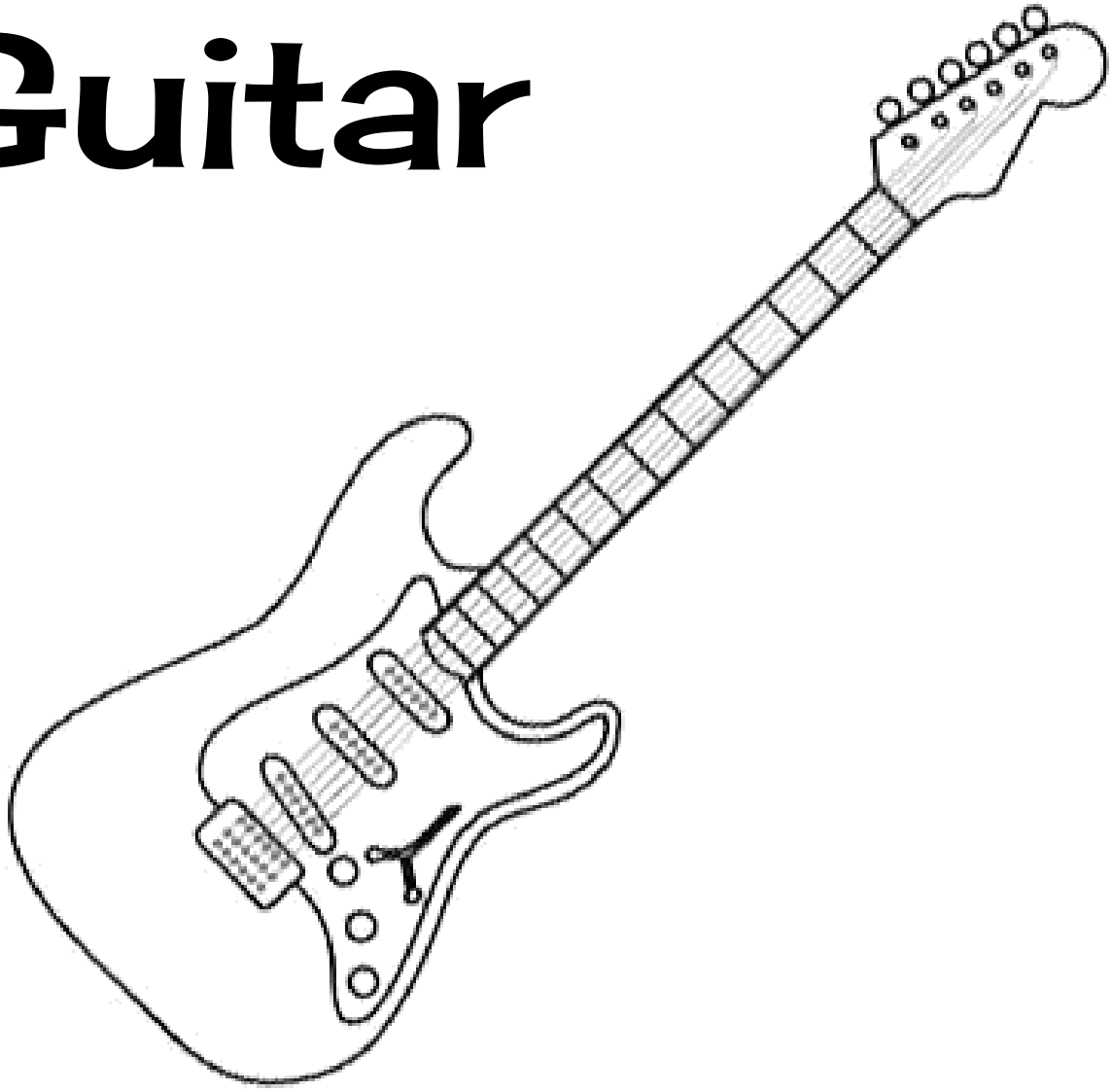
_____

_____

_____

If you could redesign this instrument to change the sound, how would you do this? How would the sound be different? What would the instrument look like?

# Bass Guitar



# 6 | Drums

Iowa State Curriculum Standards:

**Language Arts**

**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K..1, L.1.1, L,2.1, L.3.1, L.4.1, L.5.1) (DOK 1,2)

**2.** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (L.K..2, L.1.2, L,2.2, L.3.2, L.4.2, L.5.2) (DOK 1,2)

**Math**

**1.MD.C.4** Organize, represent and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many, more or less, are in one category than in another.

**1.G.A.1** Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

**Social Studies**

**SS. 2.17** Explain how environmental characteristics impact the location of particular places.

**SS. 1.8** Students will explore the culture of their own communities by examining leadership in their community, the role goods and services play in a community, and the history of diverse culture over time.

**Music**

Performers' interest in knowledge of musical works, understanding of their own technical skills and the context for a performance influence the selection of repertoire. (MU:PR4.1.Ka ,MU:Pr6.2.Ka, MU:Pr6.3.Ka)

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. (MU:Re7.2)

Understanding connections to varied contexts and daily life enhances musician's creating, performing, and responding. (MU:Cn11.0)

**Objective:** Students will examine a drum, photograph of a drum or recall from memory to describe its physical characteristics: size, shape and materials. Students will listen to a song featuring the drums to describe its distinctive sound and how that sound is created.

**Materials:** Paper, pencils, Observation Sheet (included), drum line drawing, drum or a photograph of drum (all included), CD (included), CD player.

**Prep Time:** 10 minutes to gather materials and make copies of the Observation Sheet and drum line drawing.

**Teach Time:** 60 minutes

## 1.What do you See?

## Share the following with students:

- We will create or use a chart to collect information about the drums and to learn about their distinctive sound.

## Show students the drums or images of drums.

- Allow students to fill in the appropriate information on their charts. This can be done independently or as a class.
- Ask students to write the name of the instrument. Do you know what this instrument is? What do you already know about the instrument?

# That Rock n' Roll Sound

**Book Entry:** Encourage students to cut and paste the drum line drawing into their instrument book. They can color and decorate their instrument any color they would like. Students do not have to use the included line drawing, but instead could draw their own. They should use the next several pages of their books to collect information about the drums.

## 2. Share the following information about the drums with students:

**Design:** a percussion instrument made in two basic shell shapes, bowls and tubes.

**Materials:** The head of the drum is made of animal skin or plastic. The shell of the drum is made of wood or metal.

**History:** Percussion instruments such as the drum have been used since prehistoric times. An important development in drum manufacturing occurred in the 1950s when drum makers began to experiment with using plastic instead of animal skin to make drum heads. A historic Rock n' Roll drumming moment happened in 1962 when the Surfaris released their song, "Wipe Out." As Rock n' Roll progressed, the drum kits became larger and larger.

*MadeHow Volume 4*

**Playing Technique:** Drums are played by either striking the head of the drum with your hands or with a drumstick/mallet.

**Some styles of music in which the guitar can be heard:** country, rock, folk, classical, bluegrass, jazz and blues.

## 3. What Do you Hear?

**Play a sound clip of the drums from the accompanying CD and consider the following.**

Students may write their answers in their journals or discuss them in small groups, or this may be discussed as a class.

- Use your chart to write down how you think this instrument sounds.
- Have you heard this instrument before? Where? In what song?
- Do you like the sound it makes? Explain
- How do you think its design contributes to its distinctive sound? Think about its shape, size and what its made of.
- Does the sound of the drums remind you of another instrument or a sound heard in nature?

## Notes

## Observation Sheet

### Look

Name of musical Instrument:_____

Strings: How many? _____What are they made of?_____

What is the body of the instrument made of?_____

Describe the design and shape:_____

Sound holes; How many?_____ Shape?_____

Tuning pegs:_____ How many?_____

### Listen

Describe the sound it makes:_____ Is it high or low pitched? _____

Is it a happy sound?_____ Sad sound?_____ Rough sound?_____ Smooth sound?_____

How is the instrument played? _____

Does the sound remind you of something else you hear in nature or elsewhere?_____

Do you like the sound?_____ Explain:_____

Have you heard this instrument before? Where and when? _____

_____

### Reflect

_____

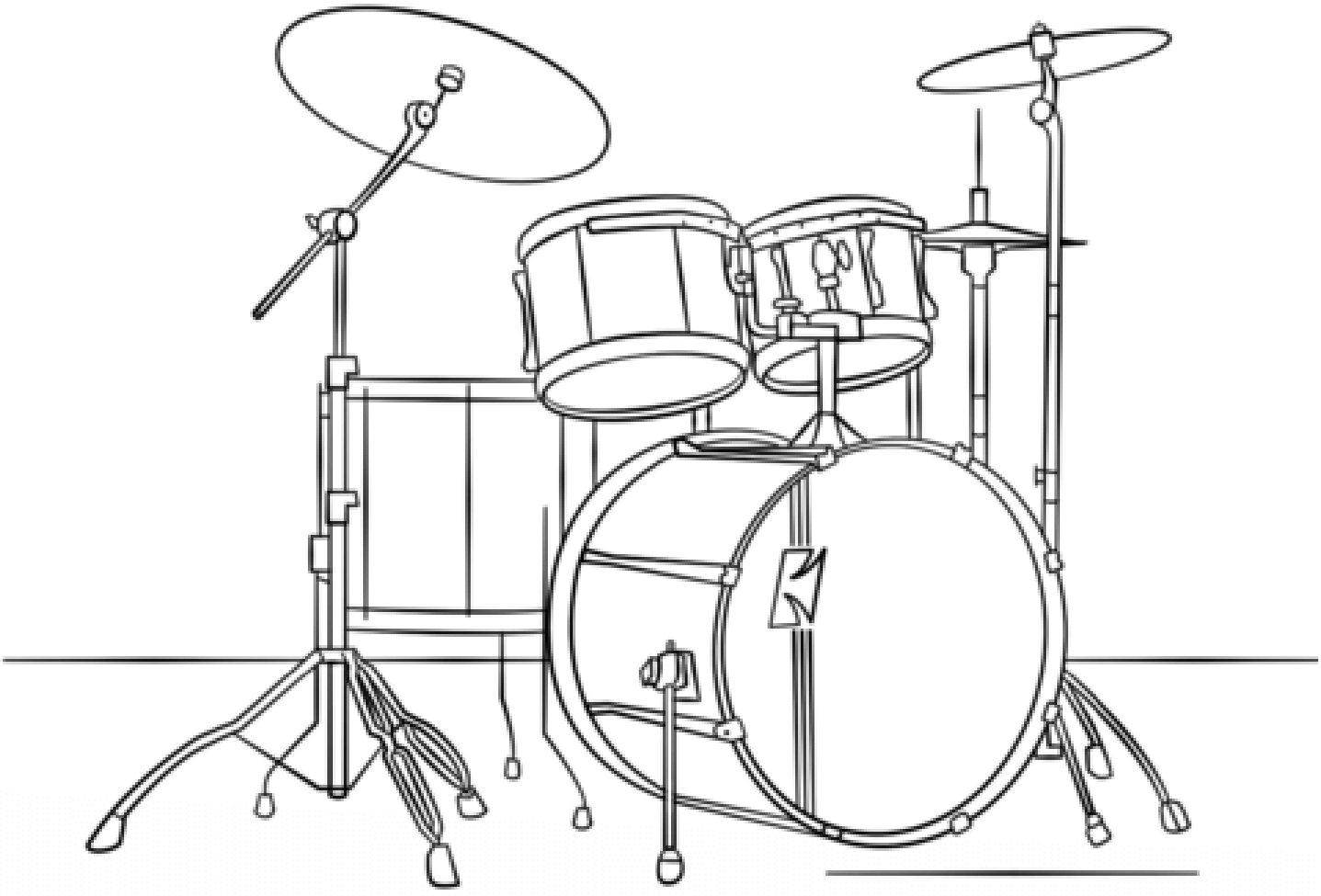
_____

_____

_____

If you could redesign this instrument to change the sound, how would you do this? How would the sound be different? What would the instrument look like?

# Drums



# That Rock n' Roll Sound

## 7 | All Together Now!

Iowa State Curriculum Standards:

**Music**

Performers' interest in knowledge of musical works, understanding of their own technical skills and the context for a performance influence the selection of repertoire (MU:PR4.1.Ka ,MU:Pr6.2.Ka, MU:Pr6.3.Ka)

Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music. (MU:Re7.2)

Understanding connections to varied contexts and daily life enhances musician's creating, performing, and responding. (MU:Cn11.0)

**Objective:** Students will listen to a song featuring the electric guitar, electric bass and drums in order to identify each instrument's distinctive sound and to evaluate how the instruments sound when played together.

**Materials:** CD player, CD (included with this lesson guide).

**Prep Time:** 10 minutes to listen to the song and answer discussion questions.

**1. Listen to the song on the CD in which all of the instruments are featured.**

**2. As you listen to the song, answer the following questions.**

- Can you identify each individual instrument?
- Do the instruments sound different played all together than they do when heard independently? Explain.
- Do you like the instruments better by themselves or as a group?

Buddy Holly and the Crickets.

Left to Right: Bassist Joe B. Mauldin. Electric Guitarist Buddy Holly. Drummer Jerry Allison

# 8 | Who Plays?

Iowa State Curriculum Standards:

**Language Arts**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K..1, L.1.1, L,2.1, L.3.1, L.4.1, L.5.1) (DOK 1,2)

**2.** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (L.K..2, L.1.2, L,2.2, L.3.2, L.4.2, L.5.2) (DOK 1,2)

**Music**

Performers' interest in knowledge of musical works, understanding of their own technical skills and the context for a performance influence the selection of repertoire (MU:PR4.1.Ka ,MU:Pr6.2.Ka, MU:Pr6.3.Ka)

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. (MU:Re7.2)

Understanding connections to varied contexts and daily life enhances musician's creating, performing and responding. (MU:Cn11.0)

**Objective:** Students will explore what it takes to learn to play an instrument. They will reflect on some of the artists they like to listen to and how those artists became skilled musicians.

**Materials:** Computer with Internet, pencils, paper

**Prep Time:** none

**Teach Time:** varies (time to allow students to conduct research)

## 1. Discuss the following questions with students:

They may either share their answers aloud or write them in a journal.

- Do you play an instrument?
- If so, how did you learn to play it?
- What made you start playing it? OR How did you become interested in that particular instrument?
- If you do not play an instrument, is there an instrument you would like to learn how to play?
- What steps would a person take to learn to play a musical instrument?

*Ritchie Valens playing his guitar*

# That Rock n' Roll Sound

**2.Encourage students to conduct research on one of their favorite artists or musicians, paying special attention to when they became interested in music and how they learned to play their instruments.**

The following musicians play the instruments we learned about in this unit. You can learn more about them.

## Electric Guitar

Buddy Holly: rockhall.com

Ritchie Valens: ritchievalens.com

Bobby Vee: bobbyvee.com

Albert Lee: albertleeoffical.com

B.B. King: bbking.com

Buddy Guy: buddyguy.net

Billy Gibbons: billygibbons.com

## Bass Guitar

Paul McCartney: paulmccartney.com

Victor Wooten: victorwooten.com

Geddy Lee: rush.com

## Drums

Jerry Allison: allmusic.com

Phil Rudd: philruddmusic.com

Dave Grohl: foofighters.com

### Teacher Tip:

You may take this activity a step further by asking students to interview a musician they know (a family member, friend, music teacher, etc.). Ask students to prepare a list of questions for the interview that will help them find out how that person became interested in and learned to play a musical instrument.

**3. Ask students to listen to some of their favorite music, either on the radio or at home.**

Identify the instruments they hear. Look at the CD cover or song listings on the Internet to find out what instruments are in the song and who plays those instruments.

**4. What is your favorite instrument?**

Explain. If it is an instrument that you didn't learn about in this unit, do some research on that instrument either on the Internet or at the library.

### Teacher Tip:

You may want to have students take notes about their research. What did they discover? Did anything surprise them? If they could play an instrument, what would they play?

### Notes:

# 9 What Did You Learn About Musical Instruments?

Iowa State Curriculum Standards:

**Language Arts**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K..1, L.1.1, L,2.1, L.3.1, L.4.1, L.5.1) (DOK 1,2)

**2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K..2, L.1.2, L,2.2, L.3.2, L.4.2, L.5.2) (DOK 1,2)

**Music**

**8.0** Understanding relationships between music, the other arts, and disciplines outside the arts: K-4 (8a, 8b)

**Objective:** Student's will evaluate their original set of statements about early rock n' roll instruments to determine what they have learned and what they would still like to learn.

**Materials:** KWL charts created at beginning of unit, pencil and paper.

**Prep Time:** 5 minutes to gather KWL charts

**Teach Time:** 20 minutes.

**Teacher Tip:**

You may wish to make this an individual activity by asking students to write their won responses to the following questions before sharing their thoughts with the class.

**1. After learning about the musical instruments and/or visiting the museum, review the KWL charts created by your students before their visit and use the following questions for discussion.**

- Are all the items on our "what we KNOW" list correct?
- If not, what changes do we need to make to the incorrect items?
- What did we LEARN about musical instruments from these lessons and from our museum visit that we can put in our "L" section?
- Were our questions answered? If not, how can we find the information we still do not have?

# That Rock n' Roll Sound

## Songs on the companion CD

### 1. Electric Guitar

**"La Bamba"**

**Performed by Ritchie Valens**

From the CD *The Best of Ritchie Valens*

Courtesy of Rhino Entertainment 2006 ● 2:05

### 2. Bass Guitar

**"U Can't Hold No Groove"**

**Performed by Victor Wooten**

From the CD *A Show of Hands 15*

Courtesy of Vix Records 2016 ● 3:59

### 3. Drums

**"Wipe Out"**

**Performed by the Safaris**

From the CD *Wipe Out*

Courtesy of A Geffen Records Release; 1963 UMG Recordings, INC ● 2:18

### 4. Ensemble: Guitar, Bass, Drums

**"Twist and Shout"**

**Performed by The Beatles**

From the CD *The Beatles, Please Please Me*

Courtesy of EMI Records; 1963 ● 2:33

## Helpful Resources

### Books:

*The Electric Guitar: A History of an American Icon*

Edited by Andre' Millard

The Johns Hopkins University Press, 2004

**ISBN-10:** 0801878624

**ISBN-13:** 978-0801878626

*Music: The Definitive Visual History*

DK Publishing 2013

**ISBN-10:** 9781465414366
**ISBN-13:** 978-1465414366
**ASIN:** 1465414363

### Web Sites:

www. Britannica.com

www.oxfordmusiconline.com

**The staff of the Surf Ballroom & Museum thanks the following local teachers and community members who gave their time and valuable input during the development of this resource:**

| | |
|---|---|
| Molly Harris | Jefferson Elementary School |
| Betsy Kirby | Jefferson Elementary School |
| Jason Heitland | Garner-Hayfield-Ventura High School |
| Matt Good | Kingland |
| Libbey Patton | Clear Lake Chamber |


**Please submit student writings, questions, and Teacher Guide Evaluations to:**

Education Coordinator
Surf Ballroom
460 North Shore Drive
Clear Lake, Ia50428

CLEAR LAKE IOWA

THE FINEST BANDS

THE FINEST PEOPLE

Surf®

# -THE MUSIC LIVES ON-


**SURF BALLROOM & MUSEUM**

**460 NORTH SHORE DRIVE**

**CLEAR LAKE, IOWA 504028**

**641.357.6151**

**EDUCATION@SURFBALLROOM.COM**


The North Iowa Cultural Center and Museum is organized to preserve, maintain and manage the historic Surf Ballroom property as a center utilized to enhance the quality of life in the North Iowa area by providing cultural, educational, and entertainment opportunities.

**The North Iowa Cultural Center & Museum (dba Surf Ballroom & Museum) was formed October 1, 2007 and formally awarded 501(c)(3) exemption through the Internal Revenue Service August of 2008.**