

“Music Rocks!”
Words and Music by John Jacobson and Roger Emerson

National Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
4. Composing and arranging music with specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances.
9. Understanding music in relation to history and culture.

Objectives:

- Students will perform the song using accurate pitch, rhythms, and dynamic phrasing.
- Students will practice steady beat while listening to a song in 4/4 meter.
- Students will analyze a vocal arrangement and identify repeat signs, number of verses, dynamics, and speech notation.
- Students will participate in movement while singing “Music Rocks!”
- Students will play non-pitched instruments to enhance the spoken section of “Music Rocks!”

Materials:

- 2008 World’s Largest Concert student copies of “Music Rocks” or transparency (www.sibeliusmusic.com/menc)
- Piano or CD player
- Whiteboard/Chalkboard
- Rhythm instruments
- Word wall featuring words: Motion, melody, rhythm, etc.
- Small flat garden rocks (two for each student)
- Dynamic chart

Prior Knowledge:

- Students can identify and match a steady beat.
- Students are familiar with general music reading.
- Students have had some experience with movement while singing.

Procedures:

1. Play the “Music Rocks!” on the piano/keyboard for the students. Hand two river pebbles or flat garden rocks to the students and tell them that “Music Rocks!” and these are special rocks to keep the steady beat of the song they are listening to. Have your students sit on the floor and demonstrate a steady beat with two small rocks. Keep one on the floor and tap with the other.
2. Take a few minutes to describe good singing voices and spoken words in the music they just heard. Use the whiteboard to give the students a notation example of notes and the

different notation used for speech written on the staff. Practice going from singing to spoken words in music using a traditional song that they already know such as “Twinkle Twinkle.”

3. Utilize a word wall to create new musical vocabulary. Add the words motion, melody, rhythm, and speech to the wall during the lesson with the featured song “Music Rocks!”
4. Distribute copies of the song “Music Rocks!” and spend a few minutes to analyze the music. Have students discover on their own: notation, number of verses, repeat signs, movement suggestions, spoken parts, and dynamics.
5. Have the students track with their fingers as if they were reading a book while listening to the song “Music Rocks!” Monitor and assist students as needed. You may wish to highlight the repeat signs and the spoken parts.
6. Teach the students the spoken part first. Once the spoken part has been mastered have a small group of students add a non-pitched percussion instrument of choice to this section of “Music Rocks!”
7. Teach the verses and the remainder of the song focusing on a good singing tone. Practice going from singing to spoken words back and forth to encourage a good performance.
8. After the song is mastered which may be several class sessions down the road, begin to teach the movements as suggested in the music.
9. Work on dynamics paying close attention to the build up at the end of the song. The dynamic range from the beginning of the song (*mf* to *ff*) to the end of the song building as you go. Use a dynamic chart on your board with a pointer to add a visual aide as you get louder.
10. When the dynamics of the song is mastered, use conductor cues to control the dynamics. Have students practice conducting with visual cues as the dynamics increase.

Extensions:

1. Invite students to become student conductors while the class sings “Music Rocks!”
2. Create a musical rock garden using larger flat rocks. You might consider collaborating with the Art teacher.

Indicators of Success:

- Students perform songs using correct rhythms, pitch, and dynamic phrasing.
- Students perform steady beat while listening to a song.
- Students have identified repeat signs, verses, dynamics, and speech notation.
- Students will play non-pitched instruments while performing “Music Rocks!”

Supplemental Resources:

- <http://teachers.net/mentors/music/topic8483/11.28.07.16.34.10.html>
- <http://www.billofrightsinstitute.org/>
- http://memory.loc.gov/learn/community/cc_music.php

This lesson plan for “Music Rocks!” was created by Linda M. Steffen, MENC, FMEA, FEMEA member, National Board Certified. Music Specialist at Lawton Chiles Elementary School in the Alachua County School District in Gainesville, Florida.