

SPEED CONTROL

ROCK AND ROLL: CANADA VS. THE WORLD

TEACHER'S STUDY GUIDE



ABOUT THE PERFORMANCE



THEMES:

- *Canadian Content*
- *Chord progressions*
- *Music*
- *Popular Culture*
- *Rhythm*
- *Social Studies*
- *Technology*

Some of the most innovative music in the world has come from Canadian musicians. Follow Speed Control through the last 50 years of famous Canadian artists and how their music affected others of both their own generation and those to come. From Paul Anka to the Barenaked Ladies, young audiences will learn how Canada has become a major force in popular music in this smart, humorous, and exciting show! K-12

SOME OF THE
SONGS YOU'LL
HEAR IN THE
SHOW

60's Shakin' All Over - The Guess Who
70's Coulda Been a Lady - April Wine
80's Everybody's Working for the Weekend - LoverBoy
80's Summer of 69 - Bryan Adams

Speed Control is the result of a lad from Whitehorse heading off to the University of Toronto's Jazz Performance Program, meeting another aspiring musician, who together combined their love of rhythm and energy. The group uses their knowledge of music, stemming from their childhood to the present, to rock so hard with such determination that their songs will inevitably make you jump up and dance.

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Also Available: Your School's Own Rock Anthem!
Every school deserves its own rock anthem! The day starts with a full performance of Speed Control's *From Rags to Rock* for the whole school. For the rest of the day, the group will work with up to 60 students writing, rehearsing, and recording a rock anthem specifically for your school that will be performed and taught to everyone at the end of the day. Imagine your school having its very own theme song that can be sung at every assembly! The day-long program includes a full 45-minute performance of Speed Control's current touring show.

KBAM!
KEVIN BRUCE
ARTS MGMT.

PRE-SHOW ACTIVITIES IRP LINK: HISTORICAL AND CULTURAL CONTEXT



THESE ACTIVITIES CAN BE ADJUSTED BY THE TEACHER TO FIT THE GRADE LEVEL FROM K—12

SHOW & TELL (30 min)— Suggest that students talk about Rock and Roll music from 1950's to present with their parents and bring some rock music, (CD's, albums, tapes, videos) to school from one or more of the periods presented in the show — perhaps their parent's music or grandparent's music. Or they could bring in pictures of Rock and Roll musicians or stories to talk about that they may have heard of.



HOW DID ROCK AND ROLL COME ABOUT? (5 min) - Have students guess the answer for a few minutes. *Answer: 3 things – new technologies, radio, teenagers.*



WHY DID ROCK AND ROLL COME ABOUT? (10 min) - Inform the students of the following facts: In the 1920's, 30's and 40's there were no electric guitars and amplifiers, so as many as 15 or 20 musicians were needed to make the music loud enough so that everybody in a dance hall could hear the band. By the 1950's electric guitars and amplifiers became common and could be turned up quite loud so only 4 or 5 musicians were needed to play at a dance.



Also, in the 1950's a new kind of radio was invented (transistors) that ran on batteries and were inexpensive so many could afford one and the music spread fast. *****Ask the students to reflect on any technological changes they might have experienced so far in their lives, ie: from Walkmans to Mp3 players to I Pods to web radio...etc. Have them present some ideas on what future changes might be.**



POST-SHOW ACTIVITIES

NAME THE ARTIST? (10-15 min) All of the artists pictured on this guide are either famous rock and roll artists or their music has been influential on the rock and roll we listen to today. How many can you name? *Answers printed upside down below. Which are Canadian? ***K-3 – Students reflect on the pre-show "show& tell" activity and identify if any of these featured artists were brought in to class and discuss.*



THOUGHTS, IMAGES & FEELINGS? (10-15 min) Identify and describe different thoughts feelings or images you had when hearing the different pieces of music?

GUESS THE MUSIC STYLE? In groups of 2 or 4 have students show a distinct move/step of each dance style to give hints of the corresponding music style. Others attempt to guess.

RESPONDING TO MUSIC & DANCE – Which type of dance did you like doing the best? The least? Why? Describe different ways you felt when dancing to the different types of rhythms?



ANSWERS TO QUIZ: Left side top to bottom: 1. Elvis Presley, USA 2.The Barenaked Ladies, Toronto 3.Jimi Hendrix , USA 4.Paul Anka, Ottawa 5.Avril Lavigne, Ottawa 6.Loverboy, Calgary, AB **Right side top to bottom:** 1.April Wine, Halifax, NS 2.Rush, Toronto 3. The Beatles, England 4.Alanis Morissette, Ottawa 5.The Guess Who, Winnipeg 6.Bryan Adams, North Vancouver, BC 7. Speed Control, Whitehorse, YT



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SPEED CONTROL

ROCKOLOGY

TEACHER'S STUDY GUIDE

ABOUT THE PERFORMANCE



What makes music *rock*? Speed Control's *Rockology* lifts the curtain to reveal the mechanics of rock music so even grade threes can listen like budding musicians. Along with original music by Speed Control, students will rock out to Canadian and other classics. They'll learn to recognize chords in the standard progression, how fuzz pedals make everything sound good, what parts make up most rock songs and what makes a power chord so irresistible.

Students will be having too much fun to notice they're effortlessly absorbing the fundamentals of popular music. K-12

SOME OF THE
SONGS YOU'LL
HEAR IN THE
SHOW

We Will Rock You

Wild Thing

I Love Rock and Roll

Smoke on the Water

Louis, Louis

What I Like About You

Speed Control is vibrant onstage energy filled with smart humour, emotion and spirit. Straight out of Canada's Yukon, Graeme Peters, brother Jody Peters, and Ian March formed the power trio Speed Control. They are multi-instrumentalists, touring musicians and educators who love nothing more than

Also Available: Your School's Own Rock Anthem!

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THEMES:

- *Basic Beat*
- *Chord progressions*
- *Music*
- *Popular Culture*
- *Rhythm*
- *Social Studies*
- *Technology*

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PRE-SHOW AND POST-SHOW DISCUSSION AND ACTIVITIES

IRP LINK: HISTORICAL AND CULTURAL CONTEXT

PRE-SHOW LISTENING:

We Will Rock You—Queen
I love Rock n Roll—Joan Jett
Louie, Louie—The Kingsmen
Wild Thing—The Troggs
Smoke on the Water—Deep Purple
Thunderstruck—AC/DC



PRE-SHOW DISCUSSION:

K-3

1. Brainstorm famous rock bands, identify a famous song from them.
2. Demonstrate the "we will rock you" beat and see if students can play that beat in every song. (10-15min)

Gr. 4-12

1. Discussion: What makes Rock & Roll different from Pop? (5 min.)
2. Show and Tell: Students identify their favourite band/singer and share their favourite song. See if the "we will rock you" beat can fit into that song (30 min.)

POST-SHOW DISCUSSION / ACTIVITIES

All Grades

THOUGHTS, IMAGES & FEELINGS? Identify and describe different thoughts feelings or images you had when hearing the different pieces of music? (10-15 min.)

K-3

Create a beat - Have each student create/play their own beat (Could be similar to "We Will Rock You" or different) and have the class repeat it back to them. (10-15 min.)

Gr. 4-6

Create your own rock band (Poster project, Groups of 2-3) - Come up with a band name, history, band members, instruments used, logo, album cover. (2-3 periods)

Gr. 7-12

Write your own song - Identify a topic, write lyrics, add "we will rock you" beat, and if possible, instruments.



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Speed Control

Rock Anthem Workshop

Typical schedule

(All start times below are approximate and will be adjusted to meet your school's bell schedule.)

9:15 AM	History of Rock show for the whole school, 45-50 min
10:30 AM to 12:00 PM	The musicians go from class to class to get to know the students, and to find out what the school means to them
12:45 PM to 1:45 PM	Work with up to 20 kids from the higher grades to write the lyrics
1:45 PM to 2:30 PM	The band practices the new song on their own
2:30 PM to 3:00 PM	Students are called back to the gym to learn the new song

Within six to eight weeks, usually, the group will go into the studio to record the anthem and then forward a copy to the school. The anthem will be sent via email in MP3 format (no CD or hard copy).

Contact Information:

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