Name: ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

8th Grade Stations Worksheet Section: \_\_\_\_\_\_\_\_

Unit 1 – 1950’s

(Student Expectations…!!!! – “what do you expect to learn by the end of Unit I??”)

Station 1 – Music Theory (10)

All rotations

* Complete a minimum of 3 games on [www.musictechteacher.com](http://www.musictechteacher.com). Choose from the column listed “Rhythm”. Choose your best score and show the score to Mrs. Anna. If your 10 minutes are not up yet, play other games.

Station 2 – Research (35)

First Rotation: (20)

* Using paperwork given to you by Mrs. Anna, each member of the group will read the information and come up with at least 5 interesting facts about the decade.
  + 1.
  + 2.
  + 3.
  + 4.
  + 5.
    - Collaborate (5) : answer this question as a group:
      * + “How does the pop music of this decade affect the culture and/or current events of that period?” “Is there a connection?”

Second Rotation(10)

* Rock and Roll Hall of Fame website ([www.rockhall.com](http://www.rockhall.com)) Click on Education. Click on Digital Classroom. Click on Digital Classroom 1950s. Choose at least 3 “artists” to read about. 5 Interesting facts that are new information to you:

1.

2.

3.

4.

5.

tation 3 – Instrument Prep (song is “Great Balls of Fire”; artist is Jerry Lee Lewis) – (30)

First Rotation: (10)

* Computers: Youtube. Listen to your song. By the original artist and versions by other artists.
* Also on youtube: get the sounds/lyrics of the 50’s in your head: <https://www.youtube.com/watch?v=vFoIdxLBm_A&list=PL84C9100FCEF9B6DA&index=20>
* [www.songfacts.com](http://www.songfacts.com): type in your song title. Read info. - 5 facts regarding song:
  + 1.
  + 2.
  + 3.
  + 4.
  + 5.

2nd Rotation: (20)

Go to youtube and type in: 1950s pop. Choose two songs to listen to.

Comparison/Contrast – choose 2 songs to listen to and compare. Write down title of song and name of artist. Could include musical items such as: tempo, dynamics, articulation, instrumentation, mood, etc.

Song 1 Title: (10) Song 2 Title: (10)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Similarities:**

1. 4.

2. 5.

3.

**Differences:**

1. 4.

2. 5.

3.

Station 4 – Instrument Practice (All Rotations) – (25)

* Guitar: tab/chords. Mrs. Anna demonstrates. Try in pairs and small group. Try with recording. (slow it down to 30%)
* Piano: melody in right hand. If time, root of chord/full chord in left hand.