



## PUNK AT THE ROUNDHOUSE:

<b>Age suitability:</b>	Key Stages 3, 4 & 5
<b>Suggested length:</b>	Flexible - contains 3 x activities that could fit in 1 lesson
<b>Suggested learning objectives:</b>	To explore texts, to scan a text for information, to write creatively, to research independently
<b>Curriculum links:</b>	English, Music, Art/ Media
<b>Skills:</b>	Collaboration Reading Comprehension Text analysis using appropriate technical lexicon Creative and critical thinking Independence

## IF THESE WALLS COULD SING...

In 2016 we had a lot to celebrate. 50 years since the Roundhouse transformed from an old train shed to a performing arts centre. 10 years of transforming young lives through creativity.

So, we set out on a project to transform perspectives of Camden, the Roundhouse, and our rich heritage through sharing incredible stories on a special online archive:

## [50.roundhouse.org.uk](http://50.roundhouse.org.uk)

**WARNING:** Over the last 50 years we've lived life to the full and the microsite celebrates all kinds of experiences!

Certain pages include references to drug taking, nudity and other adult content. However, all the learning resources link to 'safe' content or downloadable artefacts should accessing the website be an issue for your class.

From train-enthusiast accounts of our humble beginnings to real-life high-wire love stories, from week-long raves in the 90s to politically-charged spoken word in the 00s, the website showcases the stories which have emerged from the walls of this beautiful building.

And we wanted to make sure some of these incredible stories could be shared in classrooms too. Our **primary and secondary school resource packs** are crammed with participatory activities and lesson ideas drawn from just a few of the artifacts on the website. Time to spark those imaginations and bring history to life...

The project was generously funded by



**LOTTERY FUNDED**

## HOW CAN MY SCHOOL DO MORE WITH THE ROUNDHOUSE?

We offer taster sessions, bespoke workshops and long term projects to secondary schools, colleges and pupil referral units.

Or why not join our free Teachers Network open to London based education professionals of all art forms and phases from primary to further education. Benefits include discounted tickets to shows and events and chances to share knowledge and challenges with others.

Find out more at [roundhouse.org.uk/schools-and-colleges-](http://roundhouse.org.uk/schools-and-colleges-)

**Cover Image:**

**The Ramones at the Roundhouse.**  
Danny Fields, 1976

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## HOW TO USE THIS RESOURCE PACK

The night the Ramones played the Roundhouse in July 1976 has gone down in history as the moment punk was born.

Their enthralling, fast-paced show created a surge of energy and exhilaration that enlivened and inspired hundreds of young people who were living in a time of anger and discontent.

This series of activities will enable pupils to discover the characteristics and context of this genre, in a manner linked to the curriculum.

We developed these resources with a panel of teachers to make them clear, useful and helpful.

The activities they include are just suggestions - we know every class will have different interests and needs so please use, adapt, and develop them in your own brilliantly creative ways.

Got ideas on how we can improve them? We'd love to hear them. Email [schools@roundhouse.org.uk](mailto:schools@roundhouse.org.uk)

## ACTIVITY SUGGESTIONS

TOPIC	TASKS
1 <b>Punk &amp; the Roundhouse:</b> A Space to Create	<ul style="list-style-type: none"> <li>• Webquest using the Roundhouse site</li> <li>• Creating a fact file on punk</li> </ul>
2 <b>I Was There:</b> The Ramones, 1976	<ul style="list-style-type: none"> <li>• Finding key information and exploring meaning in a text</li> <li>• Creative writing: I Was There</li> </ul>
3 <b>Judy is a Punk:</b> Exploring Punk Lyrics	<ul style="list-style-type: none"> <li>• Guided group discussion on Ramones lyrics</li> <li>• Stretch and Challenge activity for KS4/KS5 groups</li> <li>• Writing a glossary</li> <li>• Nursery rhymes and children's songs with modern twists</li> <li>• The news through punk lyrics</li> <li>• Creative writing: Judy and Jackie's Facebook posts</li> </ul>
Additional activities or home learning	
*	<ul style="list-style-type: none"> <li>• Indepth research of another genre</li> <li>• Fact files on music genres</li> </ul>

## ACTIVITY 1: PUNK AND THE ROUNDHOUSE: A SPACE TO CREATE

50

This activity should be delivered together with pupil's accessing the Roundhouse online archive, this page in particular: <https://50.roundhouse.org.uk/content-items/memories-blondie-1978>

1

Divide your group into pairs and set them off on the webquest below finding facts about punk and The Ramones at the Roundhouse using the Roundhouse microsite. You might want to set this up as a time-limited fact-finding mission.

- When did the Roundhouse host The Ramones?
- Give at least one fact about this gig.
- When did the Roundhouse close and what were the reasons?
- When did the Roundhouse reopen?
- How did the NME describe the gig?
- Name three bands that performed at the Roundhouse during the punk/post-punk transition.
- Which group of young people benefitted from living near the Roundhouse in particular?
- Use the microsite and the wider Internet to come up with an accurate definition of punk and punk music.

2

You might want pupils to develop their understanding of the genre further and ask them to create a poster/fact file with key information about punk - its origins, key artists, historical context, etc. How are young punks represented?

Image: Joey Ramone mingles with fans  
outside the Roundhouse.  
Danny Fields 1976



## ACTIVITY 2:

### I WAS THERE: THE RAMONES, 1976

50

This activity should be delivered together with pupil's accessing the Roundhouse online archive, this page in particular: <https://50.roundhouse.org.uk/content-items/ramones-4-july-1976>

A printable version of the diary entry can also be found on the following page.

Pupils should read the first hand account of The Ramones' gig in 1976 in full.

They should then work in pairs to answer the following questions, before feeding back and discussing their answers with the class.

- 1
  - Who introduced the writer to The Ramones?
  - How does the writer describe The Stranglers (give two ideas) and The Ramones (give five ideas).
  - How does the writer describe the crowd?
  - Why do you think the writer describes the day of the gig as his Independence Day?
  - The writer describes the music of the Seventies as the 'harbinger of change'. Explain what he means by this.
  - Do you agree with the writer that in music 'nothing changes anymore'? Give reasons for your answers.

- 2

Invite pupils to use what they have read to help them imagine what it must have been like to be at the Ramones gig at the Roundhouse.

They should then write a detailed letter to their friends, explaining what the venue, atmosphere, and music were like.



Image: Joey Ramone outside the Roundhouse. Danny Fields 1976

## I was at the Ramones gig in '76 By Alan Butts, Memory Sharer

The London scene never attracted me; I was content as a student in St Andrews but when John Peel played 'Judy Is A Punk' one night I realised I was far from content, and bought a ticket to the Ramones forthcoming appearance at the Roundhouse without delay.

Arriving that sunny evening during the heat wave summer of 1976 the Roundhouse was the perfect venue for the next new thing: run-down, ancient, an industrial shed from the steam locomotive age. This was for hard-core fans only; nobody else knew or cared.

Facilities were primitive; the Roundhouse interior was charred, poorly lit and ill-kept. My friend Alan and I witnessed the first group from the stalls. The Stranglers came on like some small-town local band that fashion had passed over, grinding out a Doors-derived noise full of aggression and obscenity they seemed older and gnarly, desperados who slept in their cars and hated everyone. Looking back, I realise The Stranglers were the true outsider band, more subversive and heavier than the others on the bill, but that evening Alan and I were too refined for their piercing volume and retired to the circle to see the Ramones.

I had expected a Sha Na Na outfit with three guitarists and Fonz-like singers. A solitary cheap blue Mosrite guitar by a Marshall stack made me wonder a little ... then on shambled four New York hoodlums in torn jeans and biker jackets, sporting Byrds-style mop-tops. They acted West-Side-Story-tough; still, when they opened up it amazed me how such a massive roar could escape from three players and one unfeasibly spindly vocalist wearing psychedelic shades. This was evidently an 'act': it was also the start of the revolution.

I knew we were at the right event when a hippy turned to me and muttered 'it all sounds the

same!' Well, that was the point, but, to quote John Peel on those early tracks: "They're all the same but they're all different, if you know what I mean"

Stylistically, the Ramones did the most with the least and were the reason the next generation had come to the Roundhouse that evening; like Italian Futurism, it was a celebration of modernity and speed. Ramones revealed the dumb heart of Rock'n'roll, raised to performance art, as if the kids in the audience gave a damn - but then, those kids knew their Bowie, Roxy and Iggy - it was not a naive crowd, after all.


We stayed to see the Flamin Groovies and had at last our evening's Sha Na Na, dressed like a Beatles tribute act, exquisitely combining the complex guitar interweave of Liverpool Beat with American garage rock. They were past it even then and I loved them with the melancholy compassion one feels for life's innocent enthusiasts.

Alan had to leave before the end to catch the last Cambridge train, but my life had been changed for better or worse that night. This 4th of July had truly been Independence Day.

Now it's all over: the Roundhouse has been properly restored and is a vibrant museum of itself, like the rest of the pop music scene. Back then it meant everything because music was the harbinger and sole channel of social change, whereas now we have social media, YouTube and online gaming and nothing changes any more.

They say that everyone who saw the Ramones that night went on to start a band the very next week. I returned to Scotland and that was that. Someone has to be different.

## ACTIVITY 3: JUDY IS A PUNK: EXPLORING PUNK LYRICS

	<p>This activity should be delivered once pupils have read the Ramones lyrics on the following page and listened to the song at <a href="https://open.spotify.com/user/roundhouseidn/playlist/3wunos7lg2AnVhojL4rtG9">https://open.spotify.com/user/roundhouseidn/playlist/3wunos7lg2AnVhojL4rtG9</a></p> <p>It should also follow a brief reminder of the characteristics of punk (fast paced, anti-establishment, etc.) explored in previous activities.</p> <p>You may also want to give pupils time to research references to the Ice Capades and the SLA. Alternatively, you can outline these briefly for pupils. After their discussion in pairs, they should compare their answers with another pair, pool their responses, and feed back to the rest of the class.</p>
1	<p>Pupils work in pairs to discuss their initial responses to the lyrics and then use the questions below to help them develop their ideas.</p> <ul style="list-style-type: none"> <li>• What are the characteristics of these lyrics that stand out to you? (Possible responses – short phrases, repetition, references to itself - you might want to introduce the idea of meta here – and cultural references.)</li> <li>• How are these characteristics linked to the ideas behind punk? (You might want to highlight the concepts of subversion and the anti-establishment nature of the genre.)</li> <li>• What is the effect of making references to the Ice Capades in a song about two punks? (Draw out discussion about the meaning behind these references – the Ice Capades being a quaint, family show in contrast to our stereotypical image of the punk. You might want to introduce the concept of semiotics.)</li> <li>• In what way are the lyrics to this song similar and different to the lyrics of other types of music that you know about e.g. pop lyrics? Do the lyrics call to mind any other songs you already know? (Pupils may note similarities to the traditional rhyme There Was an Old Lady, at which point you might want to introduce the idea of parody and pastiche...)</li> </ul>
2	<p><i>Stretch and Challenge activity for KS4/KS5 groups.</i></p> <p>Pupils work in pairs to discuss the meaning of the concepts introduced above. They should write a glossary for these terms in their own words, giving examples from Judy is a Punk or other works from other songs or art forms they are familiar with.</p> <ul style="list-style-type: none"> <li>• parody</li> <li>• meta</li> <li>• form and content</li> <li>• semiotics</li> </ul>
3	<p><i>If not already explored in detail in the previous two activities, explain to pupils that the song's echoing of a children's rhyme creates an interesting contrast between form (fast punk song) and content.</i></p> <p>Pupils should then work in pairs to choose a nursery rhyme or children's song and re-write these with modern cultural references – This little piggy went to the shopping centre, for example.</p>
4	<p>Highlight to pupils that Judy is a Punk tells a micro-story of sorts using very few phrases. Invite them to write up a recent news story in the style of a punk lyric, using repetition, key details and short phrases.</p>
5	<p>Invite students to imagine the day in the life of Judy and Jackie. Why did they join the Ice Capades? Why did they go to Berlin? They should discuss ideas in pairs before writing a Facebook post about their day.</p>
home learning	<p>Pupils research one music genre in detail. Where and when did the genre develop? Why did it develop? Did it begin as a reaction to other genres or something else? Is the genre still popular or influential? Why/why not?</p>



## JUDY IS A PUNK, THE RAMONES (1976)

Image: Single cover, Amazon

Jackie is a punk  
Judy is a runt  
They both went down to Berlin, joined the Ice Capades  
And oh, I don't know why  
Oh, I don't know why  
Perhaps they'll die, oh yeah  
Perhaps they'll die, oh yeah  
Perhaps they'll die, oh yeah  
Perhaps they'll die, oh yeah

*(Second verse, same as the first)*

Jackie is a punk  
Judy is a runt  
They both went down to Berlin, joined the Ice Capades  
And oh, I don't know why  
Oh, I don't know why  
Perhaps they'll die, oh yeah  
Perhaps they'll die, oh yeah  
Perhaps they'll die, oh yeah  
Perhaps they'll die, oh yeah

*(Third verse, different from the first)*

Jackie is a punk  
Judy is a runt  
They both went down to San Frisco, joined the SLA  
And oh, I don't know why  
Oh, I don't know why  
Perhaps they'll die, oh yeah  
Perhaps they'll die, oh yeah  
Perhaps they'll die, oh yeah  
Perhaps they'll die, oh yeah



Listen to the track, plus other 'classroom-friendly' punk tracks on our punk spotify playlist:  
<https://open.spotify.com/user/roundhouse1dn/playlist/3wunos7lg2AnVhojL4rtG9>