

Music: History of Rock and Roll

Content Standard #6 Each student will have acquired basic Music understandings and proficiencies.
Standard #6.1 Expression of Music
Standard #6.2 Creation of Music
Standard #6.3 Theory of Music
Standard #6.4 Aesthetic Valuation of Music

Description

This course includes a study of rock and roll history, beginning with early 20th century pop music and concluding with an evaluation of present-day rock and roll. Students will gain an understanding of the chronological development of rock music. They will also understand the impact of politics, religion, philosophy, and technology on rock music.

Time Allocation
90 minutes per day for one semester

Resources
Rock and Roll: Its History and Stylistic Development,
Pearson Prentice-Hall, 2009
History of Rock & Roll, Kendall/Hunt, 2007
Various song books

Assessments
Unit performances
Unit exams
Mid-term exam
Final exam

Grades and Achievement Levels
Grades are based on completion of assignments and quality of work.

Essential Concepts: History of Rock and Roll

#6.1 Expression of Music	#6.2 Creation of Music	#6.3 Theory of Music	#6.4 Aesthetic Valuation of Music
<ul style="list-style-type: none">• Presenting music expressively using appropriate technology• Demonstrating informed participation in music-making activities	<ul style="list-style-type: none">• Learning genre-specific guitar for decades of study• Learning genre-specific drums for decades of study• Learning genre-specific vocals for decades of study• Creation of original music, or arranged the music of others, using appropriate technology	<ul style="list-style-type: none">• Discerning musical elements• Classification by genre, style, historical period, or culture	<ul style="list-style-type: none">• Demonstration of appropriate behavior during cultural activities• Researching musical resources for continued musical growth• Developing criteria-based aesthetic judgment of artistic process and products in music• Informed judgments through participation, performance, and the creative process

Expectations: History of Rock and Roll

<p>#6.1 Expression of Music</p>	<p>#6.2 Creation of Music</p>	<p>#6.3 Theory of Music</p>	<p>#6.4 Aesthetic Valuation of Music</p>
<ol style="list-style-type: none"> 1. Presented musical project based on the use of original or borrowed musical material, or environmental sounds from one or more sources, using one or more of the techniques of sequencing, mixing, overdubbing, and layering and articulated further leaning for these skills 2. Participated in music making by singing or playing instruments through the medium of a “garage band,” cultural or religious musical group, family get-together, community ensemble, classroom inter-disciplinary group project, individual music-making effort, music technology-based project or similar effort 3. Articulated the benefits of participation in music-related activities 	<ol style="list-style-type: none"> 1. Improvised a rudimentary instrumental solo over harmonic progressions 2. Improvised a rudimentary vocal solo over a harmonic progressions 3. Created a musical product using original or borrowed musical material, electronic sounds or environmental sounds from one or more sources 4. Used one or more of the techniques of sequencing, mixing, overdubbing, and layering 	<ol style="list-style-type: none"> 1. Described at a basic level aural examples of a varied repertoire of music by describing the uses of elements of music and expressive devices with appropriate musical vocabulary 2. Identified basic elements of written examples of music using appropriate musical vocabulary 3. Classified and described unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification (rock, jazz, classical) 4. Classified and described unfamiliar but representative aural examples of music from a given musical style and explain the reasoning for the classification (classical or baroque, bebop or swing) 	<ol style="list-style-type: none"> 1. Demonstrated respect for the music preferences of others 2. Demonstrated appropriate audience behavior in various kinds of musical performance and music-related events 3. Articulated pathways to further musical education including but not limited to higher education, music production, music business, song-writing, community institutions, music-making with others (interpersonal/friends), personal music-making, and music in everyday life 4. Articulated career pathways that encourage musical and artistic qualities for success 5. Developed criteria for making informed aesthetic (personal) judgments about music 6. Made and defended informed aesthetic (personal) judgments based on the criteria developed 7. Discussed, with some basic understanding, the ideas of aesthetic qualities and aesthetic appreciation

Expectations: History of Rock and Roll continued

<p>#6.1 Expression of Music</p>	<p>#6.2 Creation of Music</p>	<p>#6.3 Theory of Music</p>	<p>#6.4 Aesthetic Valuation of Music</p>
		<ol style="list-style-type: none"> 5. Classified and described unfamiliar but representative aural examples of music from a given musical or historical period and explain the reasoning for the classification (renaissance or baroque, '80s pop or '50s rock) 6. Classified and described unfamiliar but representative aural examples of music from a given culture and explain the reasoning for the classification (Indonesian Gamelan or Japanese Koto) 	<ol style="list-style-type: none"> 8. Demonstrated an awareness of artistic choices involved in the musical process 9. Used specific criteria when judging the relative quality of musical performances 10. Described characteristics that make a composition or performance a work of art 11. Made and articulated evaluations and aesthetic judgments of musical works and performances in the basic language of music criticism 12. Combined evaluation and personal preference in making informed individual choices about music selection and participation