

The History of Rock 'n' Roll

2011 - 2012

Mr. Marshall

Introduction Packet



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Massachusetts Arts Curriculum Frameworks General Music Standards

The History of Rock 'n' Roll

Overview

The History of Rock 'n' Roll meets three times in a cycle and is an elective where the primary objective is to expose students to American popular music in a variety of contemporary genres leading to an informed understanding of music as an art form. The primary function is to further the development of basic skills (such as structure/song form), broaden musical awareness and to understand how society influences the changing tide of musical styles. This course will explore the role that music plays in our everyday lives and students will be exposed to various types of popular music from the twentieth century through audio and visual media. No instrumental or choral experience is required.

Instructional Activities

1. Assigned outlines and readings
2. Viewing and evaluating of musical documentaries and concerts
3. Listening and evaluating audio media
4. Student research projects and presentations
5. Use of the internet for research
6. Frequent handouts
7. Reading newspaper articles and music magazines to stay current with the music industry
8. Class discussions
9. Evaluations of audio recordings by students
10. Evaluations of music performances by students
11. Written / Aural Tests and Quizzes

Instructional Materials and Resources

1. Various handouts and outlines specifically designed for this course
2. Video Series: **The History of Rock 'n' Roll** (1995: Time-Life Video and Television)
3. Numerous CD and audio tape music examples
4. **Music Alive!** Magazines (Cherry Lane Magazines, LLC)
5. **In Tune Monthly** Magazines (In Tune Partners, LLC)
6. Use of the Internet for research purposes (web sites used can be located on the Music Links (Rock to Rap Resources) Page located at <http://www.somersetmusic.org>)

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Grading Requirements

Grading is scored for the 1st through 3rd quarters as follows:

- **40% Test:** Students will have a test at the end of every chapter in the course. Preparation for these tests will be in the form of outlines.
- **30% Outlines:** Test preparation outlines are handed out before each chapter test.
- **10% Quizzes** Students will periodically take quizzes following key discussions during a unit/musical in the course. Preparation for these quizzes will be in the form of outlines.
- **10% Homework/Key Questions:** Out of class review and summation assignments are administered throughout a chapter of study. At the end of each unit, students will also be asked to discuss and reflect on the key points of each unit and demonstrate their mastery of that knowledge by answering a few key/essential questions in essay format.
- **10% Participation and Cooperation**

Grading is scored for the 4th quarter as follows (due to final project):

- **40% Test:** Students will have a test at the end of every chapter in the course. Preparation for these tests will be in the form of outlines.
- **20% Outlines:** Test preparation outlines are handed out before each chapter test.
- **30% Project/Key Questions:** One summative research project is assigned during the last quarter of the course as well each student is required to contribute to the Spring Musical Production whether it be as a performer, musician, sound/lighting technician, stage design/construction, hair/make-up technician, wig/costume crew member, publicity or any other aspect of the production available (either during class or as an extra-curricular participant). At the end of each unit, students will also be asked to discuss and reflect on the key points of each unit and demonstrate their mastery of that knowledge by answering a few key/essential questions in essay format.
- **10% Participation and Cooperation**

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Instructional Objectives

The successful student will have learned:

I. History of Rock 'n' Roll

- Music has been an influence on itself from generation to generation
- Culture and politics has influenced and effected music over time
- Music always has a return effect on culture and politics of the time
- Music of the past has a influential, technical and cultural effect on today's music
- Names, faces and sounds of Rock 'n' Roll from the early 1950's through the late 1990's

II. Song Form Analysis

- Analysis of song form sections of pop and rock music
- Oral recognition of instrumentation
- Oral recognition of dynamic changes in music
- Classification of vocal and instrumental tone quality
- Distinction between duple and triple time meters

III. Lyrical Interpretation (Poetry + Music = Art)

- Interpretation and analysis of mood and/or story portrayed in lyrics
- Ability to write rhyming lyrics to a beat
- Discussion of how subject matter effects technical structure of a song

IV. Research Project and Presentation

- Background on Musical Group and Song Description
- Song Analysis
- Lyrical Interpretation

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Course Materials

1. Pencil or Pen

The use of a pencil or pen (*blue or black ink only*) is required on a daily basis. Do not use red pen! The teacher will not supply you with one and neighboring students may not have an extra pencil on them. Students who forget to bring pencils to class will, at the least, lose Participation Credit towards their grade!

2. Three-Ring Binder (1 ½ or 2 inches)

All handouts and outlines are to be kept in a three ring binder. By the end of the course, all materials will fill up a 1-½ inch binder. Each outline is your study guide for upcoming tests and each test is your study guide for the final. You must have your binder with you everyday! Students who forget to bring their binder to class will, at the least, lose Participation Credit towards their grade!

3. Agenda Book

All assignment, project and test/quiz dates should be recorded in your agenda book on a daily basis! The successful student is one who is organized and manages their time well. Please get into the routine of recording all assignments in your agenda so that nothing becomes a surprise to you! Students who forget to bring their agenda book to class will, at the least, lose Participation Credit towards their grade!

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Standard 5 - Critical Response:

Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Standard 6 - Purposes and Meaning in the Arts:

Students will describe the purposes for which works of music were and are created, and, when appropriate, interpret their meanings.

Standard 7 - Roles of Artists in Communities:

Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Standard 8 – Concepts of Style, Stylistic Influence, and Stylistic Change:

Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

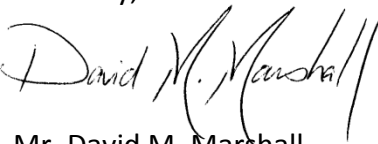
To: Parents / Guardians and Students of The History of Rock 'n' Roll course at SHS
From: Mr. Marshall, Director of Bands
Date: September 12, 2011
Regarding: Audio and Video Media used in class

As the year progresses, students in my "The History of Rock 'n' Roll" course will be asked to listen to a variety of music inside and outside of the classroom. Sometimes the lyrics and content may be of a mature nature.

In addition, although I focus much of the visual media presentations in the class around a Time-Life produced video series "**The History of Rock 'n' Roll** (1995: Time-Life Video and Television)", please be aware that I do show various documentaries, concert performances and movies about the music industry that may have a "G", "PG", "PG-13", or "R" content rating.

The audio and video media that I present in class are tasteful and relevant because they help reinforce curriculum topics with an everyday approach. Any material or content within the audio / visual media used that is deemed inappropriate by the administration, music department and/or myself will be edited out by me and is not presented to students in the classroom.

IF YOU HAVE ANY PROBLEMS WITH YOUR CHILD LISTENING TO MUSIC WITH MATURE CONTENT OR WATCHING VISUAL MEDIA WITH A "PG-13" OR "R" RATING, PLEASE INFORM ME ON THE INCLUDED ACCEPTANCE SHEET AND ALTERNATE ARRANGEMENTS / ASSIGNMENTS WILL BE MADE FOR YOUR CHILD. IF NO COMMENTS ARE MADE, I WILL ASSUME THAT YOU ARE ALLOWING ME TO SHARE WITH YOUR CHILD THE VARIOUS TYPES OF AMERICAN MUSIC, POP CULTURE, AND/OR SHOW VISUAL MEDIA THAT SUPPORTS THE COURSE CURRICULUM WITHOUT FUTURE NOTIFICATION AND/OR CONSENT.

Sincerely,


Mr. David M. Marshall
Director of Bands, Somerset High School

Please return to Mr. Marshall ASAP

Student's Name: _____

Student's Signature: _____

Parent's / Guardian's Name: _____

Parent's / Guardian's Signature: _____

Please check one box:

I agree to allow my child to listen/view all audio/visual media in the classroom deemed by the administration, music department and Mr. Marshall to be appropriate as supporting the course curriculum.

I do not agree to allow my child to listen/view all audio/visual media in the classroom deemed by the administration, music department and Mr. Marshall to be appropriate as supporting the course curriculum.

Comments / Concerns / Suggestions: