TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

History and Influence of Rock and Roll on Society

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Curriculum Writing Team

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History and Influence of Rock and Roll on Society

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CORE VALUES AND BELIEFS

The Trumbull School Community, which engages in an environment conducive to learning, believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that address problem-solving through critical thinking. Students will use technology as a tool in decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will encourage independent thinking and learning. We believe ethical conduct to be paramount in sustaining our welcoming school climate.

We believe:

- Music is an inextricable part of the human experience, and every individual is inherently musical.

- Every student should be assured a high-quality course of music instruction, taught by qualified music educators.

- Music is a pillar of cultural heritage and a means for interdisciplinary learning.

- Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.

- Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.

- All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION

History and Influence of Rock and Roll on Society is a high school elective course designed for any student regardless of musical experience. Using Rock and Pop music, students will be introduced to how music is structured and how music, specifically of the 1950's to the present, was and is intertwined with societal events. Students will discover how events in society shaped the music as a means of expression, and how music shaped the events surrounding it. In the end, students will have a greater appreciation for and understanding of music, will be able to listen more critically, and will be able to connect music with the world in a more meaningful way.

PHILOSOPHY

Music is one of the most universal of all arts, existing from the very beginnings of human civilization, and has been and continues to be a way for people to express their emotions. Just as the societal events surrounding music affect the way music sounds and the type of music that people create, so too has music affected the events surrounding it, helping to shape history. By studying and listening to music from various decades more critically, one can appreciate (more meaningfully) both the music and the times it was created in.

COURSE DESCRIPTION

Course Name

History and Influence of Rock and Roll on Society

Prerequisites

Elective course – open to any ninth, tenth, eleventh, or twelfth grade students.

Materials Required

Students will keep materials, handouts, and a music listening journal organized in a binder.

General Description of the Course

Students will learn the fundamentals of music, including beat, rhythm, pitch, melody, form, and harmony, through studying a wide range of pop and rock music, from classic to the current. Students will gain greater understanding of how music is constructed, including the role of technology, and be able to understand the history and evolution of the beginnings of rock to the current trends.

Major Projects

Students will map out the structure and major elements of a song of their choice and present that research to the class..

Students will create a computer presentation on a band/artist of their choice; they will research and connect that band/artist to the materials learned over the semester.

Assessments

There will be ongoing journal checks in which teacher will provide feedback on journal/listening prompts.

There will be ongoing quizzes and tests.

GOALS

Students will:

- Develop critical/active listening skills

- Trace the evolution of Rock and Pop from the beginnings to the current, learning about key history, influences, and prominent artists

- Connect music on a broader scale to the events/thoughts/attitudes of the times it was created

MUSIC STANDARDS

The Performance Standards align with the 2014 National Core Arts Standards for Music.

I. CREATING
- Imagine: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Plan and Make: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Evaluate and Refine: Musicians evaluate and refine their wok through openness to new ideas, persistence, and the application of appropriate criteria.
- Present: Musicians' presentation of creative work is the culmination of a process of creation and communication.

II. PERFORMING
- Select: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyze: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Interpret: Performers make interpretive decisions based on their understanding of context and expressive intent.
- Rehearse, Evaluate, and Refine: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Present: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

III. RESPONDING
- Select: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Analyze: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Interpret: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Evaluate: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

IV. CONNECTING
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Unit 1 – Overview of Rock and its Influence on Society

At the completion of this unit, students will:

MU:Cn10.0.CIIa   Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.

MU:Cn11.0.C.IIa   Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MUS:Pr4.1.C.Ia   Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).

MU:Cr1.1.C.IIa   Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

Essential Questions

- What makes music vital to human existence?

- What role has music played in society and what role does it play right now?

Focus Questions

- How is active listening different from passive listening? What should I listen for?

- How does one define "pop" music?

- What is the importance of the chorus/verse song structure?

- How does society affect music and music affect society?

- What is the importance of "Rock around the Clock" by Bill Haley and the Comets and what does it show about the birth of Rock and Roll?

- What major influence did Elvis have on Rock?

- What led to and what was the significance of the British Invasion?

- How did the Hippie culture influence music?

- How did other genres of music, such as Folk and Soul, compete/co-exist with Rock?

- How was the message of music of the beginning of Rock (mid-1950's) different from the message of later rock of the 1960's?

Scope and Sequence

- Basic elements of music and practice in listening actively

- Topics of how music affects society and society affects music

- The origin of and key facts of Rock and Roll from 50's rock, British Invasion, Folk/Soul, and Woodstock-era music

Instructional/Teaching Strategies

- Having students listen to contrasting songs and describe the difference between musical elements used.

- Modeling and having students map out sections of two contrasting songs in the same song structure, and then map out songs of their choice

- Assigning students to read essays on the Civil Rights movement and music and Beyoncé and female empowerment and compare and connect the two in their own writing

Assured Experiences/Projects

- Students will complete an essay on how music affects society and society affects music.

- Students will map out the structure and main musical elements of a song of their choice and present that research to the class.

Evaluation/Assessment Methods

- On a regular basis, teacher will give immediate verbal feedback to students on class discussions/activities.

- Teacher will regularly collect student' listening journals and assess their responses to listening prompts.

Time Allotment/Pacing Guide

Approximately 7 weeks

Unit 2 – Fame, Money and Technology

At the completion of this unit, students will:

MU:Cn10.0.IIa   Demonstrate how interest, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.C.IIa   Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How does fame and money impact the artistic quality of music?
- How does technology shape the way music is composed, performed, and played?

Focus Questions

- What connections did Rock of the 1970's have with the beginning of Rock and Roll?
- What kind of influence does fame and money have on a musician/band?
- Why is the electric guitar so essential to Rock and Roll?

Scope and Sequence

- Key facts and influential rock artists/bands of the 1970's and 1980's and their styles
- Hip-Hop, Disco, and Punk and their connections to societal events
- Guitar unit on history, parts, and influence

Instructional/Teaching Strategies

- Having students view and respond to questions on "The Coolest Year in Hell" comparing Hip-Hop, Disco, and Punk in 1977 in New York City
- Presentation of both acoustic and electric guitars, and, time allowing, allowing students to learn basic guitar technique
- Having students view and listen to playing and commentary of influential guitarists describing the importance of the guitar and evolution of its playing
- Having students view music videos and discuss their effect and then create their own music videos

Evaluation/Assessment Methods

- On a regular basis, teacher will give immediate verbal feedback to students on class discussions/activities.
- Teacher will regularly collect students' listening journals and assess their responses to listening prompts.

Time Allotment/Pacing Guide

Approximately 7 weeks

Unit 3 – Evaluating Artists and Their Music

At the completion of this unit, students will:

MU:Cn10.0.C.IIa   Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.C.IIa   Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.

MU:Re7.2.C.1a   Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Essential Questions

- What makes the difference between a "one-hit" sensation and a widely famous musician/group?
- What is the difference between a live performance/concert experience and a recorded performance, and how might the concert experience be different in the future?
- How do personal hardships impact an artist's/group's artistic output?

Focus Questions

- How did Michael Jackson break down the color barrier in Pop music?
- What copyright issues affect music/artists?
- How is music marketed, and what influence does that have on the artists, the listeners, and the music industry?

Scope and Sequence

- The musical characteristics and goals of Pop music and Rock music
- Pop Icons such as Michael Jackson and Madonna and the artistic qualities they possess that enable them to have a lasting legacy/influence
- Live performances and recorded performances, and their comparison
- Current copyright issues present in the music scene, and as compared to the past

Instructional/Teaching Strategies

- Asking students to respond to the difference between a recorded performance and a live performance of the same song/piece
- Modeling and having students create their own MIDI electronic compositions using Garage Band
- Asking students to rank current Pop artists in terms of whether they will be remembered as Icons, Stars, or Idols

Assured Experiences: Projects

Students will, connecting information and topics learned over the course of the semester, create computer presentations on artists/bands of their choosing, and present to the class.

Evaluation/Assessment Methods

- On a regular basis, teacher will give immediate verbal feedback to student on class discussions/activities.
- Teacher will regularly collect students' listening journals and assess their responses to listening prompts.

Time Allotment/Pacing Guide

Approximately 7 weeks

Technology Competency Standards

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   b. create original works as a means of personal or group expression.

   c. use models and simulations to explore complex systems and issues.

4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

   a. identify and define authentic problems and significant questions for investigation.

   b. plan and manage activities to develop a solution or complete a project.

   c. collect and analyze data to identify solutions and/or make informed decisions.

   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   a. advocate and practice safe, legal, and responsible use of information and technology.

   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

   c. demonstrate personal responsibility for lifelong learning.

   d. exhibit leadership for digital citizenship.

Resources

www.nationalartsstandards.org/

nccas.org/

www.nafme.org