

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Course Description

History of Rock and Roll
(Elective)
1A

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

OVERVIEW:

It is important for the student to learn both the musical and cultural roots of this music. As the course progresses, the student will learn the give and take nature of this music: how the culture and politics affected the music, and conversely how the music affected culture and politics.

The course is not designed to be an exhaustive research of every rock musician, but rather the individuals and groups that had the most profound effect on the genre. The student will be able to trace rock music from its roots in African ritual music and American folk music to its current forms and styles. The student will become acquainted with the major trendsetters and their contributions to the evolution of rock. The student will be able to match with reasonable accuracy rock styles with its historical and cultural climate.

COURSE OF STUDY OBJECTIVES:

- 1.0 The student will learn and be able to identify the early roots of rock and roll, from African ritual dances, through protestant hymns and slave songs and American folk music that created the earliest jazz form: the blues.**
 - 1.1 SUGGESTED STUDENT ACTIVITIES:**
 - Assigned reading, Chapter 1 of class text. Open discussion of early styles that served as the basis for rock and roll. (3.1, 3.2, 3.3)
 - 1.2 INSTRUCTIONAL MATERIALS USED:**
 - Approved textbook
 - 1.3 SUGGESTED TEACHER ACTIVITIES:**
 - Review class on reading selection. Clarify any misunderstood terminology. Give class notes regarding people and terms to remember, giving proper definitions. Keep forum discussion on track.
- 2.0 The student will learn and be able to identify and parallel early recordings of original blues songs and their many reincarnations as blues and blues-rock songs.**
 - 2.1 SUGGESTED STUDENT ACTIVITIES:**
 - The student will compare and contrast audio examples one through four. Discuss how these early blues stylings contributed to the beginning of rock and roll. (1.4, 1.6, 3.5, 3.6).
 - 2.2 INSTRUCTIONAL MATERIALS USED:**
 - Approved textbook, I-pod, stereo system
 - 2.3 SUGGESTED TEACHER ACTIVITIES:**
 - Teacher will lead discussion on comparison of recordings. Ask critical thinking question: "How might the blues be different if slavery had never existed and African Americans had been welcomed immigrants in the U.S.?" (4.3).
- 3.0 The student will learn and be able to repeat the basic AAB blues form. The student will write a short, one verse blues lyric.**
 - 3.1 SUGGESTED STUDENT ACTIVITIES:**
 - Oral review of chapter 3 terms and people. Written chapter test. The student will create short 12-bar blues using standard AAB lyric form. (1.4, 2.6, 3.3).
 - 3.2 INSTRUCTIONAL MATERIALS USED:**
 - Approved textbook, chapter test.
 - 3.3 SUGGESTED TEACHER ACTIVITIES:**
 - Test preparation, evaluation and grading.

- 4.0 The student will learn a good basic overview of the fifties use had on the performers, performances and their fans musically historically and politically. They will learn the first true stars of rock and roll and be able to discuss fluently the effect these stars had on the music industry. The student will learn the difference between a cover and a crossover.**
- 4.1 SUGGESTED STUDENT ACTIVITIES:**
- Assigned reading "The decade of the Fifties" and chapter 4 of class text. Class discussion on the early stars of rock and roll. (3.3, 3.5).
- 4.2 INSTRUCTIONAL MATERIALS USED:**
- Approved textbook
- 4.3 SUGGESTED TEACHER ACTIVITIES:**
- Review class on reading selection. Clarify any misunderstood terminology. Give class notes regarding people and terms to remember, giving proper definitions. Keep forum discussion on track.
- 5.0 The student will learn and be able to relate in discussion how some groups of the later fifties began to stray away from the blues origins of rock and roll into a much more innocent style that was later known as soft rock or "bubble gum", and what that change meant stylistically.**
- 5.1 SUGGESTED STUDENT ACTIVITIES:**
- Compare and contrast audio examples 15 through 24. Discuss how these classic rockers "borrowed" from each other and their predecessors. Discuss the difference between "crossover" and "cover" (4.1, 4.3).
- 5.2 INSTRUCTIONAL MATERIALS USED:**
- Approved textbook, I-pod, stereo system
- 5.3 SUGGESTED TEACHER ACTIVITIES:**
- Lead class discussion. Ask critical thinking questions: In what ways were the music and images of these performers rebellious for their time? And what would these same performers have to do today to maintain their rebellious reputations today?
- 6.0 The student will learn of the profound influence American blues had on the British music culture and how unknown musicians such as Bo Diddley, B.B. King and Jimi Hendrix found a musical home and large followings in the U.K. long before being known in America.**
- 6.1 SUGGESTED STUDENT ACTIVITIES:**
- Review of and quiz for chapter 6. (1.5,1.6)
- 6.2 INSTRUCTIONAL MATERIALS USED:**
- Approved textbook, class notes, quiz
- 6.3 SUGGESTED TEACHER ACTIVITIES:**
- Test preparation, evaluation and grading.
- 7.0 The student will learn and be able to relate the effect the "British Invasion" of primarily the Beatles and the Rolling Stones had on the U.S. musically, socially economically and politically.**
- 7.1 SUGGESTED STUDENT ACTIVITIES:**
- The student will read "The British Invasion: The Beatles versus The Rolling Stones" and class text chapter 7. Discussion question; "how did the British invasion influence and change the American music scene stylistically and economically?" (4.2,4.3,4.4).
- 7.2 INSTRUCTIONAL MATERIALS USED:**
- Approved textbook
- 7.3 SUGGESTED TEACHER ACTIVITIES:**
- Review class on reading selection. Clarify any misunderstood terminology. Give class notes regarding people and terms to remember, giving proper definitions. Keep forum discussion on track.
- 8.0 The student will compare and contrast music examples of sixties British blues-rock groups and their "covers" of earlier American and British blues songs. They will be able to convey the similarities and distinct differences in style between the original recording and the later "cover" recording.**
- 8.1 SUGGESTED STUDENT ACTIVITIES:**
- The student will compare and contrast audio examples 47 through 54 (2.10,4.3,4.4).

- 8.2 INSTRUCTIONAL MATERIALS USED:
 - Approved textbook, I-pod, stereo system.
- 8.3 SUGGESTED TEACHER ACTIVITIES:
 - Lead discussion on audio examples. Prep class for quiz to be given at the next class meeting.

- 9.0 **The student will learn and compare the differences between “bubble gum” rock, sixties “revolutionary” rock and sixties folk music. The student will be able to convey the rivalry between these styles and what effect each of these had politically, socially, economically and musically on the sixties generation. They will also be able to convey the reverse: how economics, society, and politics influenced the music of the decade.**
 - 9.1 SUGGESTED STUDENT ACTIVITIES:
 - Oral review of chapter 9 terms and people. Quiz of chapter 9 (3.1).
 - 9.2 INSTRUCTIONAL MATERIALS USED:
 - Approved textbook, class notes, chapter quiz.
 - 9.3 SUGGESTED TEACHER ACTIVITIES:
 - Test preparation, evaluation and grading.

- 10.0 **The student will learn and be able to convey what “psychedelic” rock is. They will be able to discuss without passion or prejudice the effects that drug and alcohol had on the musicians, their music and society of the decade.**
 - 10.1 SUGGESTED STUDENT ACTIVITIES:
 - Class reads chapter 10. Lead class discussion on psychedelic rock. Discussion differences, virtues and limitations of AM versus FM radio. (5.2, 5.3)
 - 10.2 INSTRUCTIONAL MATERIALS USED:
 - Approved textbook, class notes.
 - 10.3 SUGGESTED TEACHER ACTIVITIES:
 - Clarify terms. Explain in context psychedelic rock. Give examples of people and or groups the class will need to remember.

INSTRUCTIONAL MATERIALS:

Approved Textbook -

“Rock and Roll Styles: A History” by: Katherine Charlton
 McGraw-Hill, Copyright 2003 ISBN 0-07-249555-3

Submitted by Rob Henthorn, Newport Harbor High School, June, 2005