

## Curriculum Map: History of American Music II

Course: History of Am Music II Sub-topic: General

Grade(s): 9 to 12

### Course

#### Description: History of American Music II - Spring Semester

This class is an overview of Rock Music and its impact on our American culture throughout history. The information discussed in this class is covered in the college level text *Rock and Roll An Introduction* by Michael Campbell and James Brody. The materials for this History of American Music course have been adapted from the text for this course. In-person lectures, Chapter Outlines, and PowerPoint slide presentations will be utilized and will include historical information, terminology and YouTube videos.

*PARENTS – please be aware that the historical and cultural information covered via numerous documentary videos will discuss the lives of artists and bands both on stage and off, the culture of the day and in many cases some very poor choices. Please know that these poor choices will not be glorified but regularly discussed as choices to be avoided.*

### Essential

#### Questions:

How do we listen critically and to make intelligent commentary about their understanding of music; employing tangible skills in listening and knowledge of the music?

How can we gain an understanding of the fundamental structure and organic elements of music and composition as well as the fundamental elements of the music business as a whole?

What was the development of jazz, pop, rock, musical theater and contemporary music and how did it impact society?

What was the impact of the music business and lyrics of contemporary music on society – past, present & future?

How do we compare and contrast the role and impact of music on culture and culture on music?

### Course

#### Textbooks, Workbooks, Materials Citations:

Rock and Roll An Introduction by Michael Campbell

Various music websites and listening resources. I.e. YouTube, WatchMojo, etc.

### Resources:

- Rock and Roll An Introduction by Michael Campbell
- Various music websites and listening resources. I.e. YouTube, WatchMojo, etc.

### Course

#### Interdisciplinary Connections:

- World History - especially American and European History

- Physics of Sound
- Technology
- Business
- Geography
- Sociology

**Course Notes:**

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- This list is for reference and has to be updated annually.

**Unit: Unit 10 - Diversity of Rock**

**Unit** Diversity of Rock

**Description:** This unit covers the counter-culture surrounding the Woodstock era artists and bands. The anti-establishment phenomenon whose values and norms of behavior differ substantially from those of mainstream society, was often in opposition to the mainstream. Rock music enormously expanded its stylistic boundaries during a time when huge shifts were happening in cultural attitudes and values. Rock embraced classical music and the idea of music as art even as it effortlessly challenged the notions of established traditions and broke new ground. Rock became the vehicle to tell stories both old and new. Stories that could touch anyone regardless of class or culture.

**Unit Essential**

**Questions:**

- What did you like and/or dislike?
- What was your favorite band, music, video, topic, idea, etc., etc.?
- What did you find the most interesting?
- What new information did you learn from this Unit?

**Unit Big Ideas:**

**SAN FRANCISCO AND THE DIVERSITY OF ROCK:**

• **The Counter Culture (Hippies) – Woodstock 1969**

• **Acid Rock - Jefferson Airplane**

• **Down to Earth: Janis Joplin and the Blues**

**TOWARD AN AMERICAN ROCK SOUND:**

• **Creedance Clearwater Revival**





norms of behavior differ substantially from those of mainstream society, often in opposition to the mainstream.&nbsp; It developed first in the United States and United Kingdom and spread throughout much of the Western world between the early 1960s and the early 1970s.

**Acid** &ndash; the nickname for the synthetic drug LSD that stands for lysergic acid diethylamide, a hallucinogenic.

**Acid Rock** &ndash; a form of psychedelic rock, that also refers to the subset of psychedelic rock bands that were part of, or were influenced by, the San Francisco Sound, and which played loud, "heavy" music featuring long improvised solos.

**Crescendo** &ndash; a musical term that means to gradually get louder.

**Jug Band** - loosely used in referring to ensembles that also incorporate home-made instruments i.e. instruments that are ordinary objects adapted to or modified for making of sound, like the washtub bass, washboard, spoons, stovepipe and comb & tissue paper.

**Bent Note** &ndash; is the act of altering a pitch to create a different variation.&nbsp; Commonly played on fretted instruments, literally by bending the string with excess finger pressure.

**Deadheads** &ndash; is a name given to the fans of the Grateful Dead. In the 1970s, a number of fans began travelling to see the band in as many shows or festival venues as they could.

**Latin Rock** &ndash; is a style of &nbsp;music that developed in Latin American countries and Latino communities, along with other genres like Caribbean ska, reggae, and soca. Successful musicians and bands playing in this genre are often noted for being "crossover" artists, as this genre inherently bridges both linguistic and cultural boundaries.

**Pizzicato** &ndash; is Italian: translated as *pinched* or *plucked* and is a playing technique that involves plucking the strings of a string instrument.

**Percussionization** &ndash; the method of applying percussion techniques on other instruments by adding rhythmic accents in non-traditional ways.

**Funk** &ndash;&nbsp; a music genre that originated in the mid-late 1960s when African-American musicians created a rhythmic, danceable new form of music through a mixture of soul music, jazz, and R&B.

#### Resources:

- Rock and Roll An Introduction by Michael Campbell
- Various music websites and listening resources.&nbsp; I.e. YouTube, WatchMojo, etc.

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- This list is for reference and has to be updated annually.

#### STANDARDS: STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

[9.2.3.A](#) Explain the historical, cultural and social context of an individual work &nbsp;&nbsp;   
(Advanced) in the arts.

- 9.2.3.B (Advanced) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). &nbsp;
  - 9.2.3.C (Advanced) Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). &nbsp;
  - 9.2.3.D (Advanced) Analyze a work of art from its historical and cultural perspective. &nbsp;
  - 9.2.3.E (Advanced) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas) &nbsp;
  - 9.2.3.F (Advanced) Know and apply appropriate vocabulary used between social studies and the arts and humanities. &nbsp;
  - 9.2.3.I (Advanced) Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre). &nbsp;
  - 9.2.3.J (Advanced) Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music). &nbsp;
  - 9.2.3.L (Advanced) Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners). &nbsp;
- &nbsp;

This Curriculum Map Unit has no Topics to display

**Unit: Unit 11 - Rock as Art**

**Unit Description: Rock as Art**

This unit covers the artistic side of Rock. In its broadest meaning, ART is the product of any human activity done skillfully and creatively. The influence of art-oriented rock was brief: its heyday was less than a decade. Among the reasons for its sudden decline were its own excesses, musical and otherwise, the demise of the Beatles; and the rise of a corporate mentality within rock—it seemed that the values of both musicians and audience shifted. Still, this branch of rock: its impact is evident in such diverse styles as the music of U2, early alternative, new wave and grunge which we will study in future chapters. Art-oriented rock was about stretching boundaries and saying something significant, in words and music.

**Unit Big Ideas: Rock and Art**

- Classical Music: Music as Art
- Rock as an Art in Music
- The Classics and Popular Music Before Rock

### **Rock's Dark Side**

• The Doors

• The Velvet Underground

### **Rock as Serious Satire: Frank Zappa and the Mothers of Invention**

### **Rock Opera: The Who**

### **Glam Rock: Rock as Spectacle**

• Art as Artifice

• David Bowie

### **Rock, Art and Technology**

• The Tools of Electronic Music

• Pink Floyd

### **Rock as Art and Art Rock**

• From Dance Floor to Concert Hall

• Yes

### **Rock as Art Redux**

## **Unit Materials:**

### **Music Reference Outline:**

- 1) **A VERY BRIEF History of Classical Music** &ndash; <https://youtu.be/vfT4xyKQOzY>
- 2) **Tommy** &ndash; Movie Trailer 1975 &ndash; [http://youtu.be/G4K\\_9WYQCgA](http://youtu.be/G4K_9WYQCgA)
- 3) **The History of the Doors** &ndash; watchmojo.com &ndash; <https://youtu.be/GLO0bXvf62U>
- 4) **Light My Fire** &ndash; The Doors 1967 &ndash; TV: <https://youtu.be/EqcMAz7xQ5gc> &ndash; live in concert: <https://youtu.be/rj405bbDsoY>
- 5) **People are Strange** &ndash; The Doors 1967 &ndash; <https://youtu.be/qbkZ-VrA8IE>
- 6) **Top 10 Doors Songs** &ndash; watchmojo.com &ndash; <https://youtu.be/F7HnO3fV2yQ>
- 7) **The Doors 40<sup>th</sup> Anniversary Interviews** &ndash; <https://youtu.be/cmtJ9AYIDGY>

- 8) **Jim Morrison** &dash; VH1 Confidential Segment  
<https://youtu.be/b1bnmNBOC1c>
- 9) **Bolero** &dash; Maurice Ravel 1928  
<http://youtu.be/Q4wb11w0ZHQ>
- 10) **The Untold Truth of the Velvet Underground** &dash; Grunge  
<https://youtu.be/5CUOThpjMuc>
- 11) **I'm Waiting for My Man** &dash; The Velvet Underground 1967  
<https://youtu.be/wrOel9KBswQ>
- 12) **The Velvet Underground & Nico (in 4 minutes)** &dash; Pitchfork  
[https://youtu.be/NgLMtnHgl\\_o](https://youtu.be/NgLMtnHgl_o)
- 13) **Frank Zappa: Life and Career &dash;** watchmojo.com  
<https://youtu.be/XovYP9JF6g0>
- 14) **What's the Ugliest Part of Your Body?** from **We're Only in It for the Money** &dash; Frank Zappa and the Mothers of Invention 1967  
<https://youtu.be/N1rwkgCAVsc>
- 15) **Flower Punk** from **We're Only in It for the Money** &dash; Frank Zappa and the Mothers of Invention 1967  
<https://youtu.be/KoVpJDZPvms>
- 16) **The History of The Who** &dash; watchmojo.com  
<https://youtu.be/s0iQRqS1nNE>
- 17) **Pinball Wizard** from **Tommy &dash;** The Who 1969  
<http://youtu.be/kIZLfHAWfxE>
- 18) **Interview w/ Roger Daltrey** &dash; 1994  
<http://youtu.be/Pf0g0bU4vXI>  
[https://youtu.be/\\_QjXp05HBmo](https://youtu.be/_QjXp05HBmo)
- 19) **The Life and Career of David Bowie** &dash; watchmojo.com  
[https://youtu.be/Lan\\_wotkon0](https://youtu.be/Lan_wotkon0)
- 20) **Space Oddity** &dash; David Bowie 1969  
[https://youtu.be/tRMZ\\_5WYmCg](https://youtu.be/tRMZ_5WYmCg)
- 21) **Hang on to Yourself** &dash; David Bowie 1972  
<https://youtu.be/27c-nMP-ai8>  
<http://youtu.be/Ti29EFLkw7E>
- 22) **Top 10 David Bowie Songs** &dash; watchmojo.com - <https://youtu.be/5WICgADzDqw>
- 23) **Wah-Wah Pedal Demo** &dash; Chicago Music Exchange  
<https://youtu.be/zAQx1RAXLqs>
- 24) **etude aux chemins de fer** &dash; Pierre Schaeffer 1948  
<https://youtu.be/tJwoQYUVtk>
- 25) **Music Revolutionaries** &dash; Pierre Schaeffer  
[https://youtu.be/nNHRO\\_oMcEc](https://youtu.be/nNHRO_oMcEc)
- 26) **A Brief History of Theremin** &dash; Albert Glinsky  
<https://youtu.be/YNoR-SR5t1s>





liturgical and secular).

**Proto-Punk Beat** is an eight-beat rhythmic style that combines sound and rhythm into multiple layers with a pseudo-ostinato form.

**Freak Outs** are Frank Zappa's self-titled multi-media extravaganzas. Using rock as a vehicle for satire, he pioneered the next generation of concept albums.

**Jazz/Rock Fusion** is a mix of *funk* and *rhythm and blues* rhythms and the amplification and electronic effects of rock music, complex time signatures and extended, typically instrumental compositions with a jazz approach to improvisation, often using wind and brass and displaying a high level of instrumental technique.

**Rock Opera** is a work of rock music that presents a storyline told over multiple parts, songs or sections in the manner of opera and differs from a conventional rock album, which usually includes songs that are not unified by a common theme or narrative.

**Glam Rock (Glitter Rock)** is a form of theatrical rock concerts that started in the late 60s. Bands began touring with elaborate sets, special effects (lighting, smoke bombs, fireworks, etc.) and outlandish make-up, hair and costumes.

**Wah-Wah Pedal** is a type of guitar effects pedal that alters the tone of the signal to create a distinctive effect, mimicking the human voice that was popularized by Jimi Hendrix.

**Musique Concrete** was created by French musician and writer Pierre Schaeffer's definition of his sound collages recorded on tape. Recording of sound as it occurs naturally. The composer works directly (concretely) with the sounds to be heard, rather than relying on notation to convey musical ideas to performers.

**Theremin** was an early electronic musical instrument controlled without physical contact. It is named after its Russian inventor, Leon Theremin, who patented the device in 1928.

**Synthesizers** are electronic musical instrument that generates electric signals converted to sound through loudspeakers or headphones. They can either imitate other instruments or generate new timbres.

**Mini-Moog** is a monophonic analog synthesizer, invented by Bill Hemsath and Robert Moog. It was released in 1970 and production was stopped in 1981. It was designed in response to the use of synthesizers in rock and pop music. Large modular synthesizers were expensive, cumbersome, and delicate, and not ideal for live performance

**Art Rock** is a subgenre of rock music that originated in the 1960s with influences from art (avant-garde and classical) musical form of music which wanted to "extend the limits of rock & roll", and opted for a more experimental and conceptual outlook on music.

**Progressive Rock** is a rock music subgenre that originated in the United Kingdom throughout the mid-to-late 1960s and 1970s. It developed from psychedelic rock, and originated, similarly to art rock, as an attempt to give greater artistic weight and credibility to rock music.

**Rock Musical** is a musical theatre work with rock music.





- 1) **Carole King: Teenage Songwriter in the Music Business** &ndash; PBS <https://youtu.be/bTjWBwdcLYE>
- 2) **Carole King: A Look Back at Her Life** &ndash; Skip Martin <https://youtu.be/wTBMBaAtO5M>
- 3) **(You Make Me Feel Like A) Natural Woman** &ndash; Carol King 1971 <https://youtu.be/Gi3cOw5iJ10>
- 4) **It's Too Late** &ndash; Carol King 1971 [https://youtu.be/QsKdxzKz\\_lw](https://youtu.be/QsKdxzKz_lw)
- 5) **Top 10 Folk Musicians** &ndash; WatchMojo.com <https://youtu.be/WY0pCYoQ7O8?t=6m56s>
- 6) **Woodstock** &ndash; Joni Mitchell 1970 <https://youtu.be/cRjQCvfcXn0>
- 7) **Joni Mitchell's Woodstock** &ndash; Polyphonic <https://youtu.be/q0raKTFqy90>
- 8) **All I Want** &ndash; Joni Mitchell 1971 <https://youtu.be/2AavxMdFIZo>
- 9) **Big Yellow Taxi** &ndash; Joni Mitchell 1970 <https://youtu.be/ZgMEPk6fvpg>
- 10) **James Taylor Interview** &ndash; Dick Cavett's Show 1977 [https://youtu.be/z3Oq\\_A2M7PI](https://youtu.be/z3Oq_A2M7PI)
- 11) **Top 10 Friendship Songs** &ndash; WatchMojo.com <https://youtu.be/n2yrOcoBRIs?t=5m16s>
- 12) **You've Got a Friend** &ndash; James Taylor 1971 <https://youtu.be/Q7RPCFudmU>
- 13) **Fire and Rain** &ndash; James Taylor 1970 [https://youtu.be/\\_1nKGVDhQ60](https://youtu.be/_1nKGVDhQ60)
- 14) **James Taylor Interview** &ndash; ABC Library Sales <https://youtu.be/15xiQxLAnd4>
- 15) **James Taylor Looks Back** &ndash; CBS Sunday Morning <https://youtu.be/m9GzQHtH1LY>
- 16) **Sweet Baby James** &ndash; James Taylor 1971 <https://youtu.be/c1I0dbTg210>
- 17) **Stretch of the Highway & Behind the Song** &ndash; James Taylor <https://youtu.be/5U-5hcZ5IDI>
- 18) **Stretch of the Highway** &ndash; James Taylor 2015 <https://youtu.be/EgN3-cdnlgc>
- 19) **Playing Techniques for Guitarist Magazine** &ndash; James Taylor <https://youtu.be/dXj9DcjWZE>

- 20) **Interview with Randy Newman**; <https://youtu.be/mUnM5SV9trk>
- 21) **Top 10 Friendship Songs** - WatchMojo.com; <https://youtu.be/n2yrOcoBRIs?t=7m36s>
- 22) **Randy Newman's 2003 Oscar Speech** - Oscars; <https://youtu.be/xx1n0ZkXcAI?t=1m27s>
- 23) **Simon Smith and the Amazing Dancing Bear** - Randy Newman 1967; [https://youtu.be/IgjU6kPV\\_MA](https://youtu.be/IgjU6kPV_MA)
- 24) **Simon Smith and the Amazing Dancing Bear** - Muppet Show; <https://youtu.be/GND0R8Q8Qgg>
- 25) **Mama Told Me Not to Come** - Randy Newman 1970; <https://youtu.be/E1tEQQ8BNSg>
- 26) **Mama Told Me Not to Come** - Three Dog Night 1970; <https://youtu.be/Pv45YxnvhNo>
- 27) **Sail Away** - Randy Newman 1972; <https://youtu.be/p77609cWO4U>
- 28) **I Am, Unfortunately, Randy Newman** - Philosophy and Esoterica; [https://youtu.be/\\_KX73Cwx61U](https://youtu.be/_KX73Cwx61U)
- 29) **The Pixar Piano Man** - Channel 10; [https://youtu.be/v\\_JoHxQQG8k](https://youtu.be/v_JoHxQQG8k)
- 30) **Top 10 Folk Musicians** - WatchMojo.com; <https://youtu.be/WY0pCYoQ7O8?t=9m11s>
- 31) **Still Crazy After All These Years** - Paul Simon 1976; <https://youtu.be/OKM0EcbPjMI>
- 32) **Paul Simon interview on the Dick Cavett Show**; <https://youtu.be/NOLbV5gSIqI>
- 33) **Still Crazy After All These Years** (unfinished) - Paul Simon 1975; [https://youtu.be/jjtOa8d\\_BHU](https://youtu.be/jjtOa8d_BHU)
- 34) **50 Ways to Leave Your Lover** - Paul Simon 1975; <https://youtu.be/K4xoHjNjxus>
- 35) **Top 10 Folk Musicians** - WatchMojo.com; <https://youtu.be/WY0pCYoQ7O8?t=5m46s>
- 36) **Neil Young performs Harvest Moon and Interview** - Tonight Show 1993 - <https://youtu.be/JjOuibuM8KI>
- 37) **Tonight's The Night** - Neil Young 1975; <https://youtu.be/GFIcQU8K4AY>
- 38) **Old Man** - Neil Young 1972; [https://youtu.be/An2a1\\_Do\\_fc](https://youtu.be/An2a1_Do_fc)

## Unit

### Assignments: Possible assignments:

- Lesson Reflection - students' opinion based experience with the Unit.
- Written Quiz - terminology and topics covered in the Unit.
- Listening Quiz - artists and bands covered in the Unit.
- Digging Deeper - bonus opportunity to compare and contrast music or artists from present or past Units.&nbsp;

### Unit Key Terminology & Definitions :

**Singer-songwriter** - interpreted literary, singer-songwriter identifies those who perform the music they themselves have created.

&nbsp;

### Resources:

- Rock and Roll An Introduction by Michael Campbell
- Various music websites and listening resources.&nbsp; I.e. YouTube, WatchMojo, etc.

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### STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- |                       |   |        |
|-----------------------|---|--------|
| 9.2.3.A<br>(Advanced) | Explain the historical, cultural and social context of an individual work in the arts.  | &nbsp; |
| 9.2.3.B<br>(Advanced) | Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).   | &nbsp; |
| 9.2.3.C<br>(Advanced) | Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). | &nbsp; |
| 9.2.3.D<br>(Advanced) | Analyze a work of art from its historical and cultural perspective.   | &nbsp; |
| 9.2.3.E<br>(Advanced) | Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)   | &nbsp; |
| 9.2.3.F<br>(Advanced) | Know and apply appropriate vocabulary used between social studies and the arts and humanities.  | &nbsp; |
| 9.2.3.I<br>(Advanced) | Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).                   | &nbsp; |
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| 9.2.3.K<br>(Advanced) | Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).   | &nbsp; |
| 9.2.3.L<br>(Advanced) | Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring   | &nbsp; |









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- 28) **&nbsp;  People Get Ready** &ndash; Curtis Mayfield 1965&nbsp;   <https://youtu.be/l04yM7-BWbg>&nbsp;   **&nbsp;**
- 29) **&nbsp;  Superfly** &ndash; Curtis Mayfield&nbsp;   1972&nbsp;   [https://youtu.be/DAh\\_4s\\_tas](https://youtu.be/DAh_4s_tas)&nbsp;  &nbsp;
- 30) **&nbsp;  Al Green Biography 2020** &ndash; Al Green Facts&nbsp;   <https://youtu.be/hvND9JpIPXk>
- 31) **&nbsp;  Tired of Being Alone** &ndash; Al Green&nbsp;   1971&nbsp;   <https://youtu.be/Zg9E5EAQ17Q>
- &nbsp;   &nbsp;** 32) **Let&rsquo;s Stay Together** &ndash; Al Green&nbsp;   1972&nbsp;   <https://youtu.be/f-NbbVk4myM>

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## Unit Key

**Terminology & Definitions :** **AOR (Album Oriented Rock)** - an American&nbsp;  FM&nbsp;  radio format&nbsp;  focusing on&nbsp;  album&nbsp;  tracks by&nbsp;  rock&nbsp;  artists. AOR evolved from&nbsp;  progressive rock radio&nbsp;  in the late 60s to the mid-1970s, using research and formal programming to create an album rock format with greater commercial appeal. Program directors and consultants took on a greater role in song selection, generally limiting airplay to just a few "focus tracks" from a particular album and concentrating on artists with a more slickly produced "commercial" sound.

**Philadelphia Sound** - Kenneth Gamble&nbsp;  and&nbsp;  Leon A. Huff were pioneers of&nbsp;  a new soulful style of music for the&nbsp;  Philadelphia International Records&nbsp;  label. The team of Gamble and Huff have written and produced&nbsp;  15 gold singles and 22 gold albums.

## Resources:

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&nbsp;

This Curriculum Map Unit has no Topics to display

#### Unit:

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#### Unit: Unit 14 - Mainstream Rock in the 70s

##### Unit

##### Description: Mainstream Rock in the 70s

**&nbsp;**In this unit we dive into the 70s where rock traded tie-dyed shirts for three-piece business suits. In so doing, it turned its core values upside down. From the beginning rock had portrayed itself as a music of rebellion; rock took over popular music with a revolution. There was money to be made but also more to be lost. As the market share of rock grew so did the financial stakes. It cost more to create and promote a record or to put on a concert or operate a venue.

Not surprisingly, a corporate mentality took over the business side of rock. It was evident that commercial success became the highest priority and it often shaped the music of this period. The impact of profit-oriented thinking was far more telling behind the scenes. It determined to a great extent what music would get promoted and how it would get promoted. Its impact was most evident in the media and in the use of new market strategies designed to maximize sales.

##### Unit

##### Essential

##### Questions:

- What did you like and/or dislike? &nbsp;
- What was your favorite band, music, video, topic, idea, etc., etc.?

- What did you find the most interesting?
- What new information did you learn from this Unit?

**Unit Big Ideas:**

***MAINSTREAM ROCK IN THE SEVENTIES***

**The Business of Rock**

• Media of Money

• Portable Tapes:

- Four Track

- Eight Track

- Cassette

• Boombox and Walkman

• Rock: the New Mainstream

**Mainstream Rock: Inclusiveness, Exuberance and Expansiveness**

• Elton John &ndash; Expansion of Mainstream

• Queen &ndash; The Champions of Camp?

**From Country to City**

• The Eagles and the Rise of Country Rock

• Fleetwood Mac: Old Troubles for New Women

**Jazzing Up the Rock Mainstream**

• Chicago: A Rock Band with Horns (and Jazz Chops)

• Steely Dan: The Pursuit of Studio Perfection

**The Jazz Renaissance of the Seventies**

• Weather Report

• Herbie Hancock and the Headhunters

• George Benson

**The Future of Rock and Roll**

• Bruce Springsteen and the Rebirth of Important Rock

• VH1 &ndash; The Story of Bruce Springsteen

• Aerosmith: Bridging Rock's Generation Gap

## The Diversity of Mainstream Rock

### Unit

### Materials: Music Reference Outline:

- 1) **Elton John** &dash; Watch Mojo &nbsp; [https://youtu.be/FXwj\\_tBxJLQ](https://youtu.be/FXwj_tBxJLQ)
- 2) **Elton John** &dash; BBC Documentary &nbsp; <https://youtu.be/Of1rU9EqqWQ>
- 3) **Tiny Dancer** &dash; Elton John &nbsp; 1971 &nbsp; <https://youtu.be/UroApoVbKn0>
- 4) **Rocket Man** &dash; Elton John &nbsp; 1972 &nbsp; <https://youtu.be/MIw1wpwojZ0>
- 5) **Queen** &dash; Watch Mojo &nbsp; [https://youtu.be/diy\\_J6o0qgQ](https://youtu.be/diy_J6o0qgQ)
- 6) **Bohemian Rhapsody** &dash; Queen 1975 &nbsp; <https://youtu.be/fJ9rUzIMcZQ>
- 7) **We Will Rock You** &dash; Queen &nbsp; 1977 &nbsp; <https://youtu.be/-tJYN-eG1zk>
- 8) **Eagles** &dash; Top 10 Eagles Songs &nbsp; <https://youtu.be/ujsVjufMLjM>
- 9) **Take It Easy** &dash; Eagles &nbsp; 1972 &nbsp; <https://youtu.be/mrWUlc46dQ0>
- 10) **Hotel California** &dash; Eagles &nbsp; 1977 &nbsp; <https://youtu.be/dxquAn8DhbM>
- 11) **Eagles** &dash; 60 Minutes &nbsp; <https://youtu.be/g9bMFUadjuA>
- 12) **Fleetwood Mac** &dash; Watch Mojo <https://youtu.be/D9gDhHHS978>
- 13) **Dreams** &dash; Fleetwood Mac &nbsp; 1977 &nbsp; <https://youtu.be/Y3ywicffOj4>
- 14) **Don't Stop** &dash; Fleetwood Mac &nbsp; 1977 &nbsp; [https://youtu.be/AgwRYjDhK\\_E](https://youtu.be/AgwRYjDhK_E)
- 15) **Chicago** &dash; Documentary &nbsp; <https://youtu.be/CNUkfcNblms>
- 16) **25 or 6 to 4** &dash; Chicago &nbsp; 1970 &nbsp; <https://youtu.be/7uAUoz7jimg>
- 17) **Saturday in the Park** &dash; Chicago &nbsp; 1972 &nbsp; [https://youtu.be/\\_Mnw9uiYggU](https://youtu.be/_Mnw9uiYggU)
- 18) **Does Anybody Really Know What Time It Is?** &dash; Chicago &nbsp; 1970 &nbsp; <https://youtu.be/ekGWkL0Jh-4>
- 19) **Chicago** &dash; VH1 Behind the Music &nbsp; [https://youtu.be/emeUAtihD\\_g](https://youtu.be/emeUAtihD_g)
- 20) **Steely Dan** &dash; Documentary &nbsp; <https://youtu.be/SjXB894CZnM>
- 21) **Reelin' in the Years** &dash; Steely Dan &nbsp; 1972 &nbsp; [https://youtu.be/2WTh\\_IEyU1w](https://youtu.be/2WTh_IEyU1w)
- 22) **Peg** &dash; Steely Dan &nbsp; 1977 &nbsp; <https://youtu.be/ZwyTrWJ7Djw>
- 23) **Peg** &dash; Steely Dan &nbsp; 2014 &nbsp; <https://youtu.be/w1vGNlmdnfc>
- 24) **Steely Dan** &dash; The Making of Peg &nbsp; [https://youtu.be/waIBA6\\_0GQc](https://youtu.be/waIBA6_0GQc)











69RdQFDuYPI

- 1) **I Shot the Sheriff** &dash; Bob Marley &nbsp;1974  
<https://youtu.be/nrmZSLwfzVs> &nbsp; &nbsp; &nbsp;
- 2) **One Love/People Get Ready** &dash; Bob Marley&nbsp;1977  
<https://youtu.be/qKV71j2XPIQ>&nbsp;&nbsp;&nbsp;
- 3) **&nbsp;One Love/People Get Ready Music Video** &dash; Bob Marley 1984 [https://youtu.be/q08\\_cW7IlN8](https://youtu.be/q08_cW7IlN8)**&nbsp; &nbsp;**
- 4) **How James Brown Invented Funk** &dash; Sound Field  
<https://youtu.be/AihgZv1D5-4>
- 5) **Tear the Roof Off the Sucker (Give Up the Funk)** &dash; Parliament&nbsp;1976 <https://youtu.be/YRTmP-UJcT4>
- 6) **Tower of Power PT1 & PT2** &dash; TalkAboutMusic1  
[https://youtu.be/Ze2a\\_UhaGPw](https://youtu.be/Ze2a_UhaGPw) &nbsp;&nbsp;&nbsp;<https://youtu.be/1d8IRGm0kDk>
- 7) **What Is Hip?** &dash; Tower of Power&nbsp;1974  
<https://youtu.be/SN8pWdZhVaM>&nbsp; &nbsp; &nbsp;
- 8) **&nbsp;Don&rsquo;t Change Horses in the Middle of a Stream** &dash; TOP&nbsp;1974 <https://youtu.be/GoZB3INkldI> **&nbsp;**(solos)
- 9) **&nbsp;Don&rsquo;t Change Horses in the Middle of a Stream** &dash; TOP&nbsp;[https://youtu.be/3Ku\\_Inb\\_5Wc](https://youtu.be/3Ku_Inb_5Wc) &nbsp;(full version)
- 10) **&nbsp;Soul Vaccination** &dash; Tower of Power&nbsp;1991  
<https://youtu.be/-gqndAFBOHU>
- 11) **Soul with a Capital &lsquo;S&rsquo;** &dash; Tower of Power&nbsp;1993  
<https://youtu.be/f-GjTziPOJU>
- 12) **&nbsp;Earth, Wind & Fire - Documentary** &dash; FunkSoulBluesJazzRockPop Live Music [https://youtu.be/P\\_ElzVC8TF8](https://youtu.be/P_ElzVC8TF8)**&nbsp;**
- 13) **Shining Star** &dash; Earth, Wind & Fire&nbsp;1975 <https://youtu.be/rl-WSmryfSY>**&nbsp;**
- 14) **Sing a Song** &dash; Earth, Wind & Fire&nbsp;1975 <https://youtu.be/wXhsb7pdPbI>**&nbsp; &nbsp; &nbsp; &nbsp;**
- 15) **&nbsp;Boogie Wonderland** &dash; Earth, Wind & Fire&nbsp;1979  
<https://youtu.be/god7hAPv8f0>
- 16) **&nbsp;Donna Summer - A Mini-Documentary** &dash; Videodrome Discotheque&nbsp;[https://youtu.be/BSUMgZH\\_cpE](https://youtu.be/BSUMgZH_cpE)&nbsp;&nbsp;&nbsp;
- 17) **The Story Behind Donna Summer&rsquo;s &ldquo;I Feel Love&rdquo;** &dash; Musikxpress &nbsp;<https://youtu.be/flLoUMWE2x8Y>
- 18) **&nbsp;I Feel Love** &dash; Donna Summer&nbsp;1977 <https://youtu.be/f0h8Pjf4vNM>**&nbsp; &nbsp;**
- 19) **Hot Stuff** &dash; Donna Summer&nbsp;1979 <https://youtu.be/nFugPml2Nnc>



deejay.&nbsp; The lyrics can either be improvised or pre-written.&nbsp; Deejays are not to be confused with disc jockeys from other music genres like hip-hop, where they select and play music.

**Ska** - a music genre that originated in Jamaica in the late 1950s, and was the precursor to rocksteady and reggae.&nbsp; Ska combined elements of Caribbean mento and calypso with American jazz and rhythm and blues. It is characterized by a walking bass line accented with rhythms on the upbeat.

**Rock Steady** - a music genre that originated in Jamaica around 1966. &nbsp;&nbsp;A successor of ska and a precursor to reggae, rocksteady was performed by Jamaican vocal harmony groups.&nbsp; One of the most easily recognizable elements, as in ska, are offbeat rhythms; staccato chords played by a guitar and piano on the offbeats of the measure.

**Reggae** - a music genre that originated in Jamaica in the late 1960s. While sometimes used in a broad sense to refer to most types of popular Jamaican dance music, the term *reggae* more properly denotes a particular music style that was strongly influenced by traditional mento and calypso music, as well as American jazz and rhythm and blues, and evolved out of the earlier genres ska and rocksteady.

**Funk** - A music genre that originated in the mid to late 1960s when African-American musicians created a rhythmic, danceable new form of music through a mixture of soul music, jazz, and R&B.&nbsp; Funk de-emphasizes melody and harmony and brings a strong rhythmic groove of electric bass and drums to the foreground.

**Disco** - A genre of music containing elements of funk, soul, pop, salsa and psychedelic that was most popular in the late 70s.&nbsp; The term is derived from *discotheque*—French for "library of phonograph records.&rdquo; It was code word for the underground night clubs where jazz records were played.&nbsp; At the time, due to the German occupation, these clubs were run like American speakeasies during prohibition.&nbsp; The term would eventually be used as proper name for nightclubs in Paris and later shortened to simply Disco in the U.S.

#### Resources:

- Rock and Roll An Introduction by Michael Campbell
- Various music websites and listening resources.&nbsp; I.e. YouTube, WatchMojo, etc.

#### Unit Notes:

- Online videos are subject to copyright and privacy laws and can be pulled from YouTube, WatchMojo, etc.&nbsp;&nbsp;
- This list is for reference and has to be updated annually.

#### STANDARDS: STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

- |                       |   |        |
|-----------------------|---|--------|
| 9.2.3.A<br>(Advanced) | Explain the historical, cultural and social context of an individual work in the arts.  | &nbsp; |
| 9.2.3.B<br>(Advanced) | Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).   | &nbsp; |
| 9.2.3.C<br>(Advanced) | Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). | &nbsp; |
| 9.2.3.D               | Analyze a work of art from its historical and cultural perspective.   | &nbsp; |

- (Advanced)  
 9.2.3.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- (Advanced)  
 9.2.3.F Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- (Advanced)  
 9.2.3.I Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
- (Advanced)  
 9.2.3.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
- (Advanced)  
 9.2.3.K Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).
- (Advanced)  
 9.2.3.L Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).

&nbsp;

This Curriculum Map Unit has no Topics to display

## Unit: Unit 16 - Punk and Its Aftermath

### Unit

**Description:** Unit 16 - Punk and Its Aftermath

In this unit we explore Punk rock (or simply punk), a rock music genre that developed in the mid-70s in the United States and United Kingdom. Rooted in garage rock and other forms of what is now known as protopunk music, punk rock bands rejected perceived excesses of mainstream 70s rock. Punk bands typically use short or fast-paced songs, with hard-edged melodies and singing styles, stripped-down instrumentation, and often political, anti-establishment lyrics.

The term "punk" was first used in relation to rock music by some American critics in the early 1970s, to describe garage bands and their devotees. By late 1976, bands such as Television and the Ramones in New York City, and the Sex Pistols and the Clash in London were recognized as the vanguard of a new musical movement. The following year saw punk rock spreading around the world, and it became a major cultural phenomenon in the United Kingdom. For the most part, punk took root in local scenes that tended to reject association with the mainstream.

An associated punk subculture emerged, expressing youthful rebellion and characterized by distinctive styles of clothing and adornment (ranging from deliberately offensive T-shirts, leather jackets, spike bands and other studded or spiked jewelry to bondage and S&M clothes) and a variety of anti-authoritarian ideologies. Musicians identifying with or inspired by punk also pursued a broad range of other variations, giving rise to post-punk and the alternative rock movement. At the end of the 20th century, punk rock had been adopted by the mainstream, as pop punk and punk rock bands such as Green Day, Sublime, the Offspring and Blink-182 brought the genre widespread popularity

&nbsp;



## Unit Materials:

### Music Reference Outline:

- 1) **See No Evil** – Television; 1977 <https://youtu.be/BC9ejlUpQCY>
- 2) **Because the Night** – Patti Smith Group; 1978  
<https://youtu.be/6OjW1TDANxk>
- 3) **Blitzkrieg Bop** – The Ramones; 1976  
<https://youtu.be/YpL0qAEyO60> - live  
  
    • <https://youtu.be/HvOleioAp34> - with lyrics
- 4) **I Wanna Be Sedated** – The Ramones 1978  
<https://youtu.be/x09XSa1X1eU> - live  
  
    • <https://youtu.be/zxHH7Ado5BU> - with lyrics  
  
    • <https://youtu.be/J4P4ln781D0> - RnR HS
- 5) **Heart of Glass** – Blondie 1979 <https://youtu.be/12w5wykucgk>
- 6) **One Way or Another** – Blondie; 1979  
<https://youtu.be/FYIJ55miI0>
- 7) **Soul Kitchen** – X; 1980 <https://youtu.be/fCWvi8bjSNk>  
  
    • [https://youtu.be/yAw\\_w0sA2jY](https://youtu.be/yAw_w0sA2jY) - Doors  
    1967 <https://youtu.be/i19TYrxTS2A> -  
    featuring Ray Manzarek
- 8) **Breathless** – X 1983 <https://youtu.be/NOdMYZa3dA4>  
  
    • <https://youtu.be/cQUmqxUssZI> - Jerry Lee Lewis 1958
- 9) **God Save the Queen** – Sex Pistols; 1977  
<https://youtu.be/bC4RFY8vtuM>
- 10) **Roxanne** – Police; 1978 <https://youtu.be/3T1c7GkzRQQ?list=PL36494E8634856791>
- 11) **Psycho Killer** – Talking Heads; 1977  
[https://youtu.be/galXYbepW\\_s](https://youtu.be/galXYbepW_s)
- 12) **Burning Down the House** – Talking Heads; 1983  
[https://youtu.be/FBUe\\_v6Mi70](https://youtu.be/FBUe_v6Mi70)
- 13) **Radio, Radio** – Elvis Costello; 1978  
<https://youtu.be/eifjYPFW-E>



- 14) **Almost Blue** – Elvis Costello 1982 <https://youtu.be/aeIPBQjJ2P0>
- **The Thrill is Gone** - Chet Baker 1956 [https://youtu.be/\\_k9hydGRqxs](https://youtu.be/_k9hydGRqxs)
- **Almost Blue** – Chet Baker 1988 [https://youtu.be/E4IridL\\_2XU](https://youtu.be/E4IridL_2XU)
- 15) **Inside Devo's Studio** with Mark Mothersbaugh <https://youtu.be/vS1xo3JGg7w>
- 16) **History of the Minimoog** <https://youtu.be/xh4Ok0ex2vU>
- 17) **Jocko Homo** – Devo 1978 <https://youtu.be/hRguZr0xCoc>
- 18) **Whip It** – Devo 1980 <https://youtu.be/IIEVqFB4WUo>
- 19) **Rock the Casbah** – The Clash 1982 <https://youtu.be/bJ9r8LMU9bQ>
- 20) **I Will Follow** – U2 1981 <https://youtu.be/-sLzV00gNUo>
- 21) **Video Killed the Radio Star** – The Buggles 1979 <https://youtu.be/W8r-tXRLazs>
- 22) **Teenage Riot** – Sonic Youth 1988 <https://youtu.be/cMzV-YIIAU>
- 23) **Rock and Roll Punk Part 1** – PBS 1995 <https://youtu.be/v2zsMS8xwVQ?list=RDv2zsMS8xwVQ>
- Rock and Roll Punk Part 2** – PBS 1995 <https://youtu.be/TM7sTHXyNDY?list=RDv2zsMS8xwVQ>
- Rock and Roll Punk Part 3** – PBS 1995 <https://youtu.be/gcnuDrrJiF8?list=RDv2zsMS8xwVQ>
- Rock and Roll Punk Part 4** – PBS 1995 <https://youtu.be/XH0lgMZmPck?list=RDv2zsMS8xwVQ>
- Rock and Roll Punk Part 5** – PBS 1995 <https://youtu.be/Dp-dwcyFmig?list=RDv2zsMS8xwVQ>
- Rock and Roll Punk Part 6** – PBS 1995 [https://youtu.be/HUX\\_tC1FQI8?list=RDv2zsMS8xwVQ](https://youtu.be/HUX_tC1FQI8?list=RDv2zsMS8xwVQ)

## Unit

**Assignments:** Possible assignments:

- Lesson Reflection - students' opinion based experience with the Unit.
- Written Quiz - terminology and topics covered in the Unit.
- Listening Quiz - artists and bands covered in the Unit.
- Digging Deeper - bonus opportunity to compare and contrast music or artists from









## Unit

**Assignments:** Possible assignments:

- Lesson Reflection - students' opinion based experience with the Unit.
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- Digging Deeper - bonus opportunity to compare and contrast music or artists from present or past Units.&nbsp;

## Unit Key

**Terminology & Definitions :** **Audio CD** &ndash; an optical disc that stores sound information such as music or speech.&nbsp; The format was originally developed to store and play only sound recordings but was later adapted for storage of data.

**MIDI** &ndash; (short for *Musical Instrument Digital Interface*) is a technical standard that describes a protocol, digital interface and connectors and allows a wide variety of electronic musical instruments, computers and other related devices to connect and communicate with one another.&nbsp;

**Sequencer** &ndash; a device or application software that can record, edit, or play back music, by handling note and performance information. Sequencers can also be used to create loops.

**Loop** &ndash; a repeating section of sound material. Short sections of material can be repeated to create ostinato patterns.

**Sample** &ndash; a small &ldquo;part&rdquo; is recorded digitally and repeated, edited or altered to create something different but being equal to the original in quality of sound.

**Sampling** &ndash; the act of taking a portion, or sample, of one sound recording and reusing it as an instrument or a sound recording in a different song or piece.&nbsp;

**Electronica** &ndash; a music genre encompassing a wide range of contemporary electronic music designed for a wide range of uses, including foreground listening, some forms of dancing, and background music for other activities.

**House** &ndash; a genre of electronic dance music that originated in Chicago in the early 1980s. It was initially popularized in Chicago, circa 1984. It quickly spread to other American cities like Detroit, New York City and Los Angeles.&nbsp;

**Techno** &ndash; a form of electronic dance music that emerged in Detroit, Michigan during the mid-to-late 1980s.

Stylistically, it is generally repetitive instrumental music, oftentimes produced for use in a continuous DJ set.

**Rave** &ndash; is a large party featuring performances by DJs and occasionally live performers playing electronic music, particularly electronic dance music. Music played included house, techno, dubstep, and other forms of electronic dance music.

**Ambient Music** &ndash; a genre of music and includes forms of music that put an emphasis on tone and atmosphere over traditional musical structure or rhythm. It is said to evoke an "atmospheric", "visual" or "unobtrusive" quality.&nbsp;

**Medley** &ndash; a piece composed from parts of existing pieces, usually three, played one after another, sometimes overlapping. They are common in popular music, and most medleys are songs rather than instrumental.

**Mix** &dash; a sequence of musical tracks typically blended together to appear as one continuous track. DJ mixes are usually performed using a DJ mixer and multiple sound sources.

**Set** &dash; a list or order of music played by a DJ.&nbsp; The DJ chooses tracks partly in response to the activity on the dance floor. If the dance floor becomes less active, the DJ will make a judgment as to what track will increase dance floor activity.

**Rap** &dash; is "spoken or chanted rhyming lyrics".&nbsp; It is distinct from spoken word poetry in that it is performed in time to a beat.&nbsp;

**Hip Hop** &dash;&nbsp;a cultural movement that formed during the late 70s and early 80s among African American youths residing in the South Bronx in New York City.

**Break Dancing** &dash; also called B-boying, is a style of street dance that originated among African American and Latino youth, during the mid 1970s.

**Back Spinning** &dash; is a mixing technique: Using this technique (also referred to as beat juggling), the same short phrase of music could be looped indefinitely.

**Punch Phrasing** &dash; a technique that involves isolating very short segments of music, typically horn hits, and rhythmically punching them over the sustained beat using the mixer.

**Scratching** &dash; sometimes referred to as scrubbing, is a DJ and turntable technique used to produce distinctive sounds by moving a vinyl record back and forth on a turntable while optionally manipulating the cross-fader on a DJ mixer.

**Gangsta Rap** &dash; a subgenre of hip hop music with a lyrical focus on the activities of illegal street gangs and the "thug" or "gangsta" lifestyle.

**Sound Collage** &dash; a technique where newly branded sound objects or compositions, including songs, are created from a compilation, also known as a montage. This is often done through the use of sampling.

#### Resources:

- Rock and Roll An Introduction by Michael Campbell
- Various music websites and listening resources.&nbsp; I.e. YouTube, WatchMojo, etc.

#### Unit Notes:

- Online videos are subject to copyright and privacy laws and can be pulled from YouTube, WatchMojo, etc.&nbsp;&nbsp;
- This list is for reference and has to be updated annually.

#### STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.2.3.A (Advanced) Explain the historical, cultural and social context of an individual work &nbsp; in the arts.

9.2.3.B (Advanced) Relate works in the arts chronologically to historical events (e.g., &nbsp; 10,000 B.C. to present).

9.2.3.C (Advanced) Relate works in the arts to varying styles and genre and to the periods &nbsp; in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

- 9.2.3.D (Advanced) Analyze a work of art from its historical and cultural perspective. &nbsp;
- 9.2.3.E (Advanced) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas) &nbsp;
- 9.2.3.F (Advanced) Know and apply appropriate vocabulary used between social studies and the arts and humanities. &nbsp;
- 9.2.3.I (Advanced) Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre). &nbsp;
- 9.2.3.J (Advanced) Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music). &nbsp;
- 9.2.3.K (Advanced) Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass). &nbsp;
- 9.2.3.L (Advanced) Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners). &nbsp;

&nbsp;

This Curriculum Map Unit has no Topics to display

**Unit: Unit 18 - 80s New Pop Sound**

**Unit**

**Description: Unit 18 - 80s New Pop Sound**

In this unit we explore MTV and music videos as the newest media outlet for the music industry.&nbsp;Those who have grown up with hundreds of networks may find it difficult to imagine a time when television viewing options consisted almost exclusively of three networks: NBC, CBS, and ABC.&nbsp;Larger metropolitan areas had public television like PBS, or local channels that highlighted local events, and perhaps even a few independent stations.&nbsp;But until the early 70s, most viewers only had the big 3 to choose from&hellip; however, that would change with the emergence of cable television.

&nbsp;The original purpose of MTV was to be "music television", playing music videos 24 hours a day, seven days a week, guided by on-air personalities known as VJs, or video jockeys.&nbsp;The original taglines of the channel were "You'll never look at music the same way again," and "On cable. In stereo.&ldquo;&nbsp;&nbsp;MTV's effect was immediate in areas where the new music video channel was carried. Within two months, record stores in areas where MTV was available were selling music that local radio stations were not playing.&nbsp;

&nbsp;MTV sparked the Second British Invasion, with British acts, who had been accustomed to using music videos for half a decade, featuring heavily on the channel.&nbsp;MTV has spawned numerous sister channels in the U.S. and affiliated channels internationally, some of which have gone independent.&nbsp;MTV's influence on its audience, including issues related to censorship and social activism, has been a subject of debate for years.









## Unit

**Assignments:** Possible assignments:

- Lesson Reflection - students' opinion based experience with the Unit.
- Written Quiz - terminology and topics covered in the Unit.
- Listening Quiz - artists and bands covered in the Unit.
- Digging Deeper - bonus opportunity to compare and contrast music or artists from present or past Units.

## Unit Key

**Terminology & Definitions :** **MTV (formerly an initialism of Music Television)** - is an American basic cable and satellite television channel that was launched on August 1, 1981 at 12:01 AM. The original taglines of the channel were "You'll never look at music the same way again," and "On cable. In stereo." The first music video shown on MTV was The Buggles' "Video Killed the Radio Star".

**Music Video** - A music video or song video is a short film integrating a song and imagery, produced for promotional or artistic purposes. Modern music videos are primarily made and used as a marketing device intended to promote the sale of music recordings. Although the origins of music videos date back much further, they came into prominence in the 1980s, when MTV based their format around the medium.

## Resources:

- Rock and Roll An Introduction by Michael Campbell
- Various music websites and listening resources. I.e. YouTube, WatchMojo, etc.

## Unit Notes:

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- This list is for reference and has to be updated annually.

## STANDARDS: STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

- |                       |   |        |
|-----------------------|---|--------|
| 9.2.3.A<br>(Advanced) | Explain the historical, cultural and social context of an individual work in the arts.  | &nbsp; |
| 9.2.3.B<br>(Advanced) | Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).   | &nbsp; |
| 9.2.3.C<br>(Advanced) | Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). | &nbsp; |
| 9.2.3.D<br>(Advanced) | Analyze a work of art from its historical and cultural perspective.   | &nbsp; |
| 9.2.3.E<br>(Advanced) | Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)   | &nbsp; |
| 9.2.3.F<br>(Advanced) | Know and apply appropriate vocabulary used between social studies and the arts and humanities.  | &nbsp; |
| 9.2.3.I<br>(Advanced) | Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).                   | &nbsp; |
| 9.2.3.J               | Identify, explain and analyze historical and cultural differences as they   | &nbsp; |

- (Advanced) relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
- 9.2.3.K Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).  
(Advanced)
- 9.2.3.L Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).  
(Advanced)

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This Curriculum Map Unit has no Topics to display