

# Curriculum Map: History of American Music I

Course: History of American Music Sub-topic: General

Grade(s): 9 to 12

## Course Description: **History of American Music I - Fall 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.&nbsp; I.e. YouTube, WatchMojo, etc.&nbsp;

**Resources:**

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

**Course  
Interdisciplinary  
Connections:**

- World History - especially American and European History
- Physics of Sound
- Technology
- Business
- Geography
- Sociology&nbsp;

**Course 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.

## Unit: Unit 1 - Form & Function

### Unit

**Description:**    **It's Only Rock and Roll - Form and Function.**

This unit covers the form and function of ROCK. Before anything else, ROCK is music. The "core style" that coalesced in the years around 1970 and has remained largely unchanged since. From the 21st century perspective, ROCK is a rich musical tradition over a half century old.

The goal is to describe music and the forms that are necessary to create what we know today as ROCK.

### 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:

#### **3 "Great" Musicians Assignment Review**

• Who do you think are great musicians and WHY?

#### **It's Only Rock and Roll**

• Rock Is... Quotes and what it means to you. Do you agree or disagree? Why or why not?

## **Form in Rock: The Anatomy of a Rock Song**

• Verse/Chorus Form

## **The Rhythms of Rock**

• Beat, Rhythm and Tempo

• Rock Beat and Rock Style

• Syncopation: "It Has a Good Beat, and You Can Dance to It"

## **Instrumentation of Rock**

• The Rhythm Section

• Voices and Instruments Together

• Rock's Approach to Sound

## **Melody in Rock Music**

• Riffs and Hooks

• From Riff to Melody

## **Key Elements of Rock Style**

## **Rock Style and Rock Attitude**

### **Unit Materials:**

***It's Only Rock 'n Roll (But I Like It)* Listening Guide:**



to designate the most characteristic form of rock music.

**Riff** - a short musical idea that contains two to seven notes. They can be instrumental or vocal features.

**Hook** - most often the chorus or title phrase of a song.

**Chorus/Refrain** - the section of a song in which BOTH words and music are repeated.

**Verse** - the same melody but different words to tell a story or present an image as part of the lyrics of a song.

**Form** - describes the organization of musical ideas in time.

**Verse/Chorus Form** - The most common structure of rock-era songs that incorporates the use of alternating verses and choruses.

**Beat** - is the aspect of music that makes you want to move, tap your foot, etc. It's Only Rock & n Roll is approx. 125 beats per minute and is a "rock beat" that makes you want to "move to the groove";

**Rhythm** - the method by which we divide the beat into equal increments that allow us to form measures and the structure of music.

**Tempo** - is often referred to as the "speed" of the beat. Usually measured in beats per minute. Often impacts the "style" of music.

**Measure/Bar** - A consistent grouping of beats. Groupings are usually in 4 but groupings of 2, 3 or even 5 are possible.

**Rock Beat** - is the rhythmic backdrop of music and the source of much of its power. An example of a style beat or a group or family of styles, even a generation of music. Also referred to as an 8-beat rhythm.

**Back Beat** - is a sharp, percussive sound on the second of each pair of beats.



- (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 2 - Evolution of Rock

### Unit

#### Description: Evolution of Rock

This unit covers the influence of both European and African music in America. Most music in America had its roots in the European traditions. The most significant change was the very idea of popular music as a completely different family of styles. And for the first time in history, African influenced music was the most popular music in America. Pop music had a long way to go to become “ROCK” but many of the elements were already starting to come together by the end of the twenties.







- 1) *Barbara Allen* – 1930s <http://youtu.be/7FATj02li6s>
- 2) *Old Joe Clark* – 1927 <https://youtu.be/S-InlHVgO8Q>  
&nbsp;w/ lyrics <https://youtu.be/VjsUI5XnSiQ>
- 3) *Woodman, Spare That Tree* – 1830s <http://youtu.be/MjyD5wZjZ-U>
- 4) *Song for Oduduwa* – <http://youtu.be/OLNcB7sWGag>
- 5) *Hoe Emma Hoe* – <http://youtu.be/SIoWRVE-H58>
- 6) *Yoruba Chorus in Nigeria* – 1900s (video in class only)
- 7) *Ladies Night* – Kool & the Gang – 1979  
&nbsp;<https://youtu.be/bLnUJQut-kc>
- 8) *De Boatmen's Dance* – early 1900s  
<http://youtu.be/8lhS9xpybII>
- 9) *Maple Leaf Rag* – Scott Joplin – 1899 [http://youtu.be/pMA7n\\_-rc](http://youtu.be/pMA7n_-rc)
- 10) *Empty Bed Blues* – Bessie Smith – 1927 [http://youtu.be/0BsIntS\\_Io4](http://youtu.be/0BsIntS_Io4)
- 11) *Dippermouth Blues* – King Oliver's Creole Jazz Band – 1923  
<http://youtu.be/BEF9QeHxrYw>
- 12) *The Varsity Drag* – George Olsen Orchestra – 1927 <http://youtu.be/Ivfy2AInsZw>

## 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 :** **BALLAD** - a slow, simple song with lyrics that tells a story.&nbsp;*Barbara Allen* is a great example of this type of folk song.

**STROPHIC** &ndash; a form that has several stanzas sung to the same melody.&nbsp; Also another name for verse/chorus form.&nbsp;

**PENTATONIC** &ndash; a simple five note scale used in early folk music.

**PARLOR SONG** - a musical setting of a sentimental story that used simple melodies with limited accompaniment. *Woodman, Spare that Tree* is an example of this European influenced style.

**CALL AND RESPONSE** - refers to music that is sung or played by a soloist and repeated by a larger group.&nbsp; African slaves used this style of music to pass the time in the fields.

**MELISMA** - the technique of singing several notes on a single syllable.

**MINSTRESLY** - a kind of entertainment consisting of comic skits, variety acts, dancing and music, performed by white people with painted &ldquo;blackface&rdquo; around the time of the Civil War.

**WALTZ** &ndash; a song written with 3 beats per measure.&nbsp; Take Me Out to the Ball Game and the Star Spangled Banner are both great examples.

**COON SONG** &ndash; a racially derogatory term borrowed from the minstrel show.

**CAKEWALK** &ndash; a social dance fad borrowed from the minstrel show.

**RAGTIME** - a very syncopated style of music that began around 1900 as African interpretations of European marches.&nbsp; Scott Joplin is best known for this type of music.

**ANIMAL DANCES** &ndash; borrowed from the black social dances, the turkey trot, chicken scratch, monkey glide and bunny hug all became popular in the early 1900s.

**BLUES** - the term used to describe the music that was inspired by the African influence told a real life story in an often sad, forlorn style.&nbsp; Usually written in 12 bar phrases.

**RACE RECORDS** - the term used to define African music that was sold to the African Community and was later renamed *Rhythm and Blues*.&nbsp;&nbsp;

**BLUES NOTES** - unusual tones or bent pitches added by the singer to enhance this style of music.&nbsp;

**JAZZ** - refers to the style of music that began in New Orleans and then spread north and became increasingly popular around the time of Prohibition and continues to be popular today.

**TIN PAN ALLEY** - the name given to the popular music of late 19<sup>th</sup> century to the dawn of the rock era.&nbsp; The fox-trot is an example of this kind of music.

**STYLE BEAT** - an African inspired rhythmic foundation for the popular music of the twenties and early thirties. The fox-trot was the first example of a style beat.

**FOX-TROT** - an upbeat song in two-beat time that became popular in the twenties and thirties.&nbsp; *The Varsity Drag* is a great example of this style of music.

**CROONER** - refers to a more intimate and stylistic singing style that emerged with the invention of the microphone.



(Advanced) 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 3 - Revolution in Rock**

#### **Unit**

**Description:**     **Revolution in Rock**

This unit covers the sudden emergence and transformation into rock and roll, then rock and soul, and how much it would do to make rock seem revolutionary.&nbsp; It also covers how American values in the 50s impacted music and culture.&nbsp; Technological advances in the 50s also impacted both music and culture television especially.&nbsp; Pop music was a gradual assimilation of different cultures and styles. After WWII, the popular music establishment turned back the clock musically. This contrast made Rock seem even more revolutionary.

#### **Unit Essential Questions:**

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

#### **Unit Big Ideas:**

**Before Rock: A REVOLUTIONARY Perspective**

**The Sounds of the Blues 1929-1945**









- 13) **Take the "A" Train** &dash; The Delta Rhythm Boys 1939&nbsp;  
<https://youtu.be/KG9htI6yzSs>
  
- 14) **Move On Up a Little Higher** &dash; Mahalia Jackson 1947&nbsp;  
<https://youtu.be/G0sy7K6tIV4>
  
- 15) **Careless Love** &dash; Anita Carter 1950&nbsp;  
<http://youtu.be/b2D7UqKOkoc>
  
- 16) **Blue Yodel #1 (T is for Texas)** &dash; Jimmie Rodgers 1929&nbsp;  
<http://youtu.be/qEIBmGZxAhg>
  
- 17) **Stay a Little Longer** &dash; Bob Wills & His Texas Playboys 1948&nbsp;  
<https://youtu.be/1xT3dBrl7mU> <http://youtu.be/KvX8MijgeW8> (live)
  
- 18) **Your Cheatin' Heart**&nbsp; &dash; Hank Williams Sr.1952&nbsp;  
[http://youtu.be/Jg2oR91\\_r5I](http://youtu.be/Jg2oR91_r5I)
  
- 19) **Jackson** &dash; Johnny Cash and June Carter Cash 1960&nbsp;  
<http://youtu.be/43qK1Lh2xH0>&nbsp; [https://youtu.be/4GvD\\_NQrLFo](https://youtu.be/4GvD_NQrLFo)&nbsp; (live)

- 20) **Red River Valley** &ndash; Woodie Guthrie 1940&nbsp; <http://youtu.be/TM54-ZRd-9k>
- 21) **Do-Re-Mi** &ndash; Woody Guthrie 1937&nbsp; <http://youtu.be/Vbb6y8Nqc28>
- 22) **A Bailar** &ndash; Pachó Alanso 1950&nbsp; <http://youtu.be/jWG2TUSykgY>
- 23) **Carambola** &ndash; Machito and His Afro Cuban Orchestra 1950&nbsp; <https://youtu.be/6LqOt8RdiIU>
- 24) **Mambo #5** &ndash; Pérez Prado 1952&nbsp; <http://youtu.be/dKuvJ7zG9LI>
- 25) **Mambo #8** &ndash; Pérez Prado 1956&nbsp; [https://youtu.be/N\\_T35xt9iuM](https://youtu.be/N_T35xt9iuM)
- 26) **Heart and Soul** &ndash; Al Donahue Orchestra with Paula Kelly 1938&nbsp; <https://youtu.be/JvK8Po33zMU> &nbsp;&nbsp;&nbsp;<https://youtu.be/YsIL07eOqOU>
- 27) **Play that Song** - Train&nbsp; <https://youtu.be/gPc5-bBA9UI>
- 28) **Do-Re-Mi** &ndash; from Sound of Music 1959&nbsp; <http://youtu.be/bg2kJ3UYL4s>&nbsp; <https://youtu.be/pLm07s8fnzM> (movie)
- 29) **Hot Diggity** &ndash; Perry Como 1956&nbsp; <http://youtu.be/xplN7j4Eck0>

## 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 :** **COUNTRY BLUES** was a small niche that flourished in rural settings throughout the south.

### DEFINITIONS :

**HETEROPHONY** is a doubling of the vocal line by the guitar in both inflection and style.

**VIBRATO** is slight oscillations in pitch.

**SHUFFLE RHYTHM** divides the beat into two parts with the first part twice as long as the second part.&nbsp;&nbsp; 

**HOKUM** is a form of urban blues from the 20s in a novelty style that used comedic relief and sexual innuendo to tell a story.

**BOOGIE WOOGIE** is an idiomatic blues piano style from the 20s.&nbsp;   Mainly heard in the cities north of the Delta.&nbsp;   I.e. Chicago, St. Louise, Memphis, etc.

**BIG BAND SWING** coalesced in the late 20s and 30s &ndash; mainly music of urban black dance orchestras.&nbsp;   Duke Ellington and Fletcher Henderson are great examples.

**SWEET** is the name given to music before swing.

**JUMP BAND** was a smaller, simplified swing band with a rhythm section and limited instruments that utilized stronger beats, more riffs and a bluesy vocal style .

**BLACK GOSPEL** was a blending of white protestant hymnody with black spiritual that created a more fervent style with a touch of the blues.

**A CAPPELLA** refers to singing without instrumental accompaniment.

**HAMMOND ORGAN** was invented in the 30s &ndash; bought by churches that could not afford the much more expensive pipe organ.

**COUNTRY MUSIC** &ndash; referred to as &ldquo;old-time music&rdquo; that was created in the south.&nbsp; It usually consists of ballads and dance tunes with generally simple forms and harmonies accompanied by mostly string instruments such as banjos, electric and acoustic guitars, fiddles, and harmonicas.

**THUMB BRUSH** style refers to playing the melody with the lower strings and chording on the upper strings while strumming and tapping on the guitar body.

**WESTERN SWING** was a bold 30s & 40s new country sound with a full rhythm section that utilized the electric steel guitar.

**HONKY TONK** was originally a gathering place for working class people.&nbsp; It later became the new blue collar music of the 30s following prohibition.

**FOLK MUSIC** is a simple style of music made popular in the 30s and preserved its roots in the Anglo-American tradition.

**BROADSIDE** is a topical text (story) sung to a well-known tune.

**HABANERA RHYTHM** is a Cuban-style dance beat usually performed on a cowbell or other found instruments.

**FOUND INSTRUMENTS** are non-musical objects that are converted into a musical instrument.

**CONGA DRUMS** are large cylindrical tuned drums used in Afro-Cuban music.

**MAMBO** is a pre-rock Afro-Cuban dance fad that started in NYC and peaked in the 50s.

**CLAVE PATTERN** a pervasive and syncopated beat that became the most characteristic feature of the Afro-Cuban rhythm.

**Resources:**

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

**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 &nbsp; | &nbsp; |
| 9.2.3.B<br>(Advanced) | Relate works in the arts chronologically to historical events (e.g., &nbsp;      | &nbsp; |
| 9.2.3.C<br>(Advanced) | Relate works in the arts to varying styles and genre and to the periods &nbsp;   | &nbsp; |
| 9.2.3.D<br>(Advanced) | Analyze a work of art from its historical and cultural perspective. &nbsp;       | &nbsp; |
| 9.2.3.E<br>(Advanced) | Analyze how historical events and culture impact forms, techniques and &nbsp;    | &nbsp; |
| 9.2.3.F<br>(Advanced) | Know and apply appropriate vocabulary used between social studies &nbsp;         | &nbsp; |
| 9.2.3.I<br>(Advanced) | Identify, explain and analyze philosophical beliefs as they relate to &nbsp;     | &nbsp; |
| 9.2.3.J               | Identify, explain and analyze historical and cultural differences as they &nbsp; | &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)

&nbsp;

This Curriculum Map Unit has no Topics to display

## Unit: Unit 4 - Becoming Rock

### Unit

### Description: **Becoming Rock**

In this unit we will cover the first half of the 50s when, rhythm and blues and rock and roll were the same style.&nbsp;They began to diverge with the emergence of white performers working in this new style&mdash;artists such as Bill Haley, Elvis, Jerry Lee Lewis, and Carl Perkins.&nbsp;Toward the end of the decade, clear musical differences between rock and roll and rhythm and blues begin to emerge. We will continue to explore these and other aspects of the relationship between the two styles in Chapter 5.

&nbsp;

### Unit Essential Questions:

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



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

## **Unit Big Ideas:**

### **BECOMING ROCK: THE ROCK ERA, 1951-1964**

#### **The Emergence of Rhythm and Blues**

• Black Social and Economic Issues in the Fifties

• The Media Revolution

• Crossover Appeal

• The Range of Rhythm and Blues

#### **Heavy Rhythms: Big-Beat Rhythm and Blues**

• The Rhythms of Up-Tempo Rhythm and Blues

• The Sound of Up-Tempo Fifties R&B: Hard Shuffles and Honking Saxophones

#### **Heavy Rhythms: Big-Beat Rhythm and Blues**

• The Sound of Up-Tempo R&B Backbeats, Blues and Sexual References

• Rhythm and Blues, Rock and Roll and the Beat

#### **Blues in the Fifties**





- 11) **Silhouettes** The Diamonds 1957&nbsp; <https://youtu.be/j4YF5q4vtH4>
- 12) **I Only Have Eyes for You** &ndash; The Flamingos 1959&nbsp; <http://youtu.be/nrzusdiInKQ>
- 13) **Young Blood** &ndash; The Coasters 1957&nbsp; <http://youtu.be/e-Exe4YUJyI>
- 14) **Charlie Brown** &ndash; The Coasters 1959&nbsp; <https://youtu.be/AbBr2bgAbcM>
- 15) **You Send Me** &ndash; Sam Cooke 1957 <http://youtu.be/85ekOXs1-7k>
- 16) **I Got a Woman** &ndash; Ray Charles 1955&nbsp; <http://youtu.be/81cyUwnM71U>
- 17) **What&rsquo;d I Say** &ndash; Ray Charles 1959&nbsp; <http://youtu.be/HAjeSS3kktA>

## 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 :** **Rhythm and Blues (R&B)** &ndash; The politically correct term created in 1949 to identify the small but significant part of the recording industry originally referred to as race records and the *Harlem Hit Parade* and later *R&B* by *Billboard Magazine*.

**Disc Jockey (DJ)** &ndash; a new breed of radio personalities that used more prerecorded material.&nbsp; Listeners tuned in for the DJ as well as the music.

**78 rpm, 33 rpm, 45 rpm** &ndash; record formats.&nbsp; RPM stands for revolutions per minute.&nbsp; 78s were shellac 10 inch discs that delivered 3-4 minutes of music.&nbsp; 33s

were vinyl 12 inch discs with over half an hour of music per side.&nbsp; 45s were vinyl 7 inch discs with a single song on each side.&nbsp; Sides A and B are often referred to with regards to hit singles.

**Long-playing (LP) Record** &ndash; 33 rpm vinyl discs that held over a half-hour of music that didn&rsquo;t break when dropped.&nbsp; This format established the standard length for most albums that still holds true today.

**Single Record** &ndash; 45 rpm vinyl disc w/ single songs on both sides that targeted teen audience that liked the convenience and durability of the new format and it&rsquo;s affordable price.

**Indie Music** &ndash; independent music companies that thrived in the 40s and 50s due to the postwar economic boom&nbsp; thanks to radio, jukeboxes and record stores.&nbsp; Broadcast Music Incorporated (BMI) created the profitability of the industry by collecting royalties for the songwriters and performers.

**Crossover** &ndash; a song that was played on both the Rhythm and Blues and Rock and Roll stations or listed on multiple *Billboard Charts*.

**Latin Rhythm** &ndash; use of Afro-Cuban and other Latin styles to create new styles that widened the use of backbeats.

**Shuffle Rhythm** &ndash; music with a four-beat rhythm where the long/short division of the beat moves into the rhythm section.&nbsp; Traditionally the chord instrument and drums consistently mark off every beat in this pattern.

**Triplet** &ndash; a rhythmic pattern that divides the beat into 3 equal parts.&nbsp; A concept that became a staple in the slow rhythm and blues and medium tempo songs of the 1950s.

**Distortion** &ndash; &ldquo;fuzzy&rdquo; sound created by compressing the sound wave and adding overtones in the amplification of the electric guitar.

**Blues Progression** &ndash; 12 bar pattern that consists of three 4 measure phrases.&nbsp; Typically present in blues songs the use of the I, IV and V chords is common practice.

**I,IV, and V Chords** &ndash; Used in the 12 bar blues progression and soon to become the starting place for almost all rock and roll bands of the 1950s and beyond.

**Walking, Walk** &ndash; a style of bass guitar playing using one note per beat in a moving pattern.

**Big-Beat Music** &ndash; a denser-sounding style of Rhythm and Blues then pre-rock popular music that crossed over to the pop charts and was covered by white bands.&nbsp;

**Electric Blues** &ndash; the transformation from a rural to an urban music that migrated from juke joints and street corners in the south to bars and nightclubs in the north.

**Deep Blues** &ndash; name given to the music of the Delta and the harsh and isolated environment of an unending cycle of poverty and depression.

**Bo Diddley Beat** &ndash; the circuitous transformation of the clave pattern into a modern rock form.&nbsp; Named for its creator and adapted from Afro-Cuban instrumental and African American body percussion influences.

**Maracas** - a native percussion instrument of Latin America usually played in pairs. Originally a dried gourd shell filled with seeds or dried beans. They are now made out of leather, wood or plastic.

**Patting Juba** &ndash; the African American influenced practice of playing percussion rhythms on the body.&nbsp;

**Hambone Rhythm** &ndash; a specific style that utilized Patting Juba to create the beat with Afro-Cuban influences usually associated with the migration of Cubans through the original gateway to the south &ndash; the Delta.

**Doo-Wop** &ndash; the most popular style of the Rhythm and Blues during the 1950s.&nbsp;

**Scat Singing** &ndash; the practice of using the voice to imitate instruments.

**Bebop (bop)** &ndash; an entirely new jazz sound of the forties that used scat singing on

“nonsense”; syllables as a vocal soloing style.

**Cover** – is a recording of a song by an act other than the first act to record the song.

**One-Hit Wonder** – an artist or act with only one recorded hit song.

**Standard** – a pop song that has retained its appeal well after its initial release and is often covered by future acts.

**New Orleans Sound** – one of the first distinctive recording styles created by southern producers to put their own stamp on an acts recording.

#### Resources:

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

#### Unit Notes:

- Online videos are subject to copyright and privacy laws and can be pulled from YouTube, WatchMojo, etc.
- 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.  |  |
| 9.2.3.B<br>(Advanced) | Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).   |  |
| 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). |  |
| 9.2.3.D<br>(Advanced) | Analyze a work of art from its historical and cultural perspective.   |  |

- 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).  
(Advanced)

&nbsp;

This Curriculum Map Unit has no Topics to display

## **Unit: Unit 5 - Beginnings of Rock**

### **Unit**

### **Description: Beginnings of Rock**

This unit covers the first class inducted into the Rock and Roll Hall of Fame in 1986. Selection criteria include "the influence and significance of the artist's contributions to the development and perpetuation of rock and roll." The music covered in this chapter is the heart and soul and the very essence of rock and roll. It defines the core and the boundaries of rock and roll, as a style distinct from both pop and rhythm and blues in the later part of the 50s.









- 10) **Not Fade Away** &ndash; Buddy Holly and the Crickets 1958&nbsp; <https://youtu.be/d1ZfIizB1o>&nbsp;
- 11) **Peggy Sue** &ndash; Buddy Holly and the Crickets 1957 <https://youtu.be/WQiIMuOKIzY>
- 12) **La Bamba** &ndash; Ritchie Valens 1958&nbsp; <https://youtu.be/hto-UMuYkww>
- 13) **Chantilly Lace** &ndash; JP Richardson &ldquo;The Big Bopper&rdquo; 1958&nbsp; <https://youtu.be/jNrpAgTXiC4>&nbsp;

## 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 :** **Music Promoter** &ndash; typically hired as an independent contractor by music venues, earning an agreed-to fee or royalties (also known as a "cut"). The royalty structure is often a simple percentage of admission fees (called "the door") and/or food and drink sales.

**Alan Freed &ndash;** commonly referred to as the "father of Rock &lsquo;n Roll&rdquo; due to his promotion of the style of music, and his introduction of the phrase "rock and roll", in reference to the musical genre, on mainstream radio in the early 1950s.

**Payola** &ndash; the practice of paying promoters to favor certain acts and disc jockeys to play specific music.&nbsp; Rewarding people with bribes or other kick-backs for promoting acts, artists and songs is almost as old as the popular-music industry itself.

**Rockabilly** &ndash; one of the earliest styles of rock and roll music, dating back to the early 1950s. It is a blend of country & western and rhythm & blues that eventually led to a new form of what we now consider classic rock and roll. It has also been defined as popular music combining features of rock and roll and bluegrass.

**Walking, Walk** &ndash; a style of bass guitar playing using one note per beat in a moving pattern.

**Hillbilly** &ndash; was at one time considered an acceptable label for what is now known as country music. The label persisted until the 1950s.

**Rock Ballad** &ndash; a slow song with a message, usually about romantic love, typically in Verse/Chorus form.

**ASCAP** &ndash; **American Society of Composers, Authors and Publishers** is an American not-for-profit performance-rights organization that protects its members' musical copyrights by monitoring public performances of their music, whether via a broadcast or live performance, and compensating them accordingly.

**BMI** &ndash; **Broadcast Music Incorporated** is the licensing agency that represents virtually all of rock and roll and rhythm and blues song writers and performers.&nbsp; It created the profitability of the industry by collecting royalties for the songwriters and performers.

## Resources:

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



This Curriculum Map Unit has no Topics to display

## **Unit: Unit 6 - On the Roads to Rock**

### **Unit**

**Description:**    **On the Roads to Rock**

**&nbsp;**This unit covers the transformation of rock and roll into rock and how it becomes one product of an ongoing musical evolution that lasted half a decade.&nbsp;This chapter will focus on the development of rock-era music between these two milestones:

- 1)&nbsp;Buddy Holly dies on February, 3 1959 &ndash; &ldquo;the so-called end of Rock and Roll&rdquo;
- 2) The Beatles appear on the Ed Sullivan Show on February 9, 1964 &ndash; &ldquo;the beginning of Rock&rdquo;

### **Unit Essential Questions:**

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

### **Unit Big Ideas:**

**On the Roads to Rock:&nbsp; From Girl Groups and Garage Bands to Folk and Surf Music**

Pop, Rock and R&B in the Early Sixties

• Pop versus Rock and R&B

• The integration of Popular Music

### **Twisting the Night Away**

• "The Twist"

### **Girl Groups, Young Songwriters and Celebrity Producers**

• Gender and Race

• Songs and Production

• Style and Commerce

• The Songs

Redefining Song: The Recording as the Document

### **From Folk to Rock**

• Restoring the Past

• Social Commentary: The Legacy of Woody Guthrie

• Bob Dylan and the Folk Revival

### **From Rockabilly to Rock: The Music of Roy Orbison**

- "Oh, Pretty Woman"

### **Garages and Cars to Surf and Sun**

- Rock and Recordings: A New Mode of Musical Transmission



- Multi-track Recording
- A Garage Band Triumph:  
    "Louie, Louie"
- Surf Music

### **Coming Together: From Rock and Roll to Rock and Soul**

• Common Musical Features of Early Sixties Music

### **Unit Materials:**

#### **Music Reference Outline:**

1) **The Twist** – Chubby Checker 1960

<http://youtu.be/hbSYDZbFpOM>

2) **Phil Spector's Wall of Sound** <https://youtu.be/LRmRBrnQq8o>

3) **Will You Still Love Me Tomorrow?** – The Shirelles

1960 [https://youtu.be/cnPIJxet\\_ac](https://youtu.be/cnPIJxet_ac)

4) **Examples of Multi-Track Recording:**

• Les Paul & Mary Ford: <https://youtu.be/VCEmAgak9V8?t=169>



- 12) ***Roy Orbison's never-released song***; [https://youtu.be/8\\_1479PdKjA](https://youtu.be/8_1479PdKjA);
- <https://youtu.be/J4ki93EqjHU>
- 13) ***Louie, Louie*** – The Kingsmen 1963 <http://youtu.be/GHgNq9dMViQ>;
- 14) ***The History of the Beach Boys***; [https://youtu.be/MCBZBflwS\\_s](https://youtu.be/MCBZBflwS_s);
- 15) ***I Get Around*** – The Beach Boys 1964 <https://youtu.be/MDIBMaCTwFw>
- 16) ***Surfin' USA*** – The Beach Boys 1964 <https://youtu.be/2s4slliAtQU>;

## 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 :** **Billboard Magazine &ndash;** became popular about the same time as the development of the jukebox industry during the 1930s and covered the music industry.&nbsp; Originally, there were only three genre-specific charts: Pop, Rhythm & Blues and Country & Western

**The Twist &ndash;** a dance fad of the early sixties that was easy to learn even for adults.

**Girl Groups &ndash;** began in the early sixties and featured exclusively female members.&nbsp; Their songs were lush, well written and were more about the production than the music itself.&nbsp; Examples: *Shirelles, Crystals and Ronettes.*

**Brill Building &ndash;** was Tin Pan Alley&rsquo;s last stand with regard to pop music.&nbsp; Located at 1619 Broadway Avenue in NYC, it was home to several publishers whose songwriting staffs supplied teen idols with a string of hits.&nbsp; Later called the *Brill Building Sound.*&nbsp; Examples:&nbsp; Burt Bacharach, Neil Sedaka and Bobby Darrin.

**Phil Spector &ndash;** known as the first celebrity producer.&nbsp; His work raised the status of the producer.&nbsp; He became known for his &ldquo;wall of sound&rdquo; recordings.

**Wall of Sound &ndash;** a style of production from the early sixties and often attributed specifically to producer, Phil Spector.&nbsp; The ensemble singers, lyrics, etc. became part of a larger overall produced shaping of the song.&nbsp; This style was synonymous with the Girl Groups.

**Multi-track Recording &ndash;** the process of layering a song in the studio to &ldquo;recreate&rdquo; a song.&nbsp; The process allows producers endless options for experimentation through trial and error.&nbsp; Songs become an evolutionary process vs. live performance recording.&nbsp; Examples:&nbsp; Sam Phillips, Phil Spector and Luther Dixon.

**Folk Music &ndash;** a simple style of music made popular in the 30s and preserved its roots in the Anglo-American tradition. Examples:&nbsp; Woody Guthrie, Bob Dylan and the Kingston Trio.

**Garage Band** &ndash; formed by young and often amateurish groups that practiced and recorded in various places other than recording studios.&nbsp; Examples: The Kingsmen, Paul Revere and the Raiders, the Trashmen and the Rivas.

**Surf Music** &ndash; a west coast style of music featuring tight, high voice harmonies, creative guitar sounds and a regional flare that focused on the lifestyle of southern California.&nbsp; Examples:&nbsp; Surfaries, Ventures, Jan and Dean and Beach Boys.

**Resources:**

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

**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. &nbsp;
- 9.2.3.B (Advanced) Relate works in the arts chronologically to historical events (e.g., &nbsp; 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 &nbsp; 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 &nbsp; purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- 9.2.3.F Know and apply appropriate vocabulary used between social studies &nbsp;

(Advanced)	and the arts and humanities.	
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 7 - Making Rock Matter

### Unit

**Description:**    **Making Rock Matter**

This unit covers the music of Bob Dylan and the Beatles in the mid-60s.&nbsp; They were part of an explosion of innovation that created a new sound that took over the popular music marketplace. Dylan did it mainly with words. The Beatles did it with both words and music. The music of this period challenged listeners to stretch their minds and imaginations.&nbsp; No one did more to legitimize rock as a compelling form of expression than Dylan and the Beatles.

### 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:

### **ROCK: The Rock Era, 1964-1977**

#### **Bob Dylan and the Beatles: Making Rock Matter**

• Dylan Goes Electric

• From Folk to Rock

• The Byrds

• Dylan Rocks

#### **The Beatles**

• History and Background

• The Music of the Beatles

- The Four "Phases" of the Beatles

#### **The Beatles**

- Beatlemania
- Dylan-inspired Seriousness
- Psychedelia & Concept Albums
- Return to Roots

#### **The Beatles Impact and Influence**





- 9) **The Beatles** (website) [www.thebeatles.com](http://www.thebeatles.com)
- 10) **The Beatles: Love Me Do &ndash; 50<sup>th</sup> Anniversary &ndash; BBC**  
[https://youtu.be/wKSHKw\\_5E7k](https://youtu.be/wKSHKw_5E7k)
- 11) **Love Me Do** &ndash; The Beatles 1962 [https://youtu.be/OJWI\\_wUOQc4](https://youtu.be/OJWI_wUOQc4)
- 12) **She Loves You** &ndash; The Beatles 1963 <https://youtu.be/S302kF8MJ-I>
- 13) **The Beatles Live** &ndash; 1963 <https://youtu.be/brwmLjD-3Hw>
- 14) **Help** &ndash; The Beatles 1965 Video: [https://youtu.be/2Q\\_ZzBGPdqE](https://youtu.be/2Q_ZzBGPdqE)
- 15) **Help** &ndash; The Beatles 1965 Live: <https://youtu.be/CTsB-IITzyc>
- 16) **Eleanor Rigby** &ndash; The Beatles 1966 <https://youtu.be/HuS5NuXRb5Y>
- 17) **How the Beatles made Eleanor Rigby** <https://youtu.be/SUe0Z0KWNFY>
- 18) **Yellow Submarine** &ndash; The Beatles 1966 [https://youtu.be/m2uTFF\\_3MaA](https://youtu.be/m2uTFF_3MaA)
- 19) **The Beatles VH1 Special - Yellow Submarine Interviews Paul, George & Ringo** 1999 <https://youtu.be/ECpUhX9wKIM>
- 20) **St. Pepper's Lonely Hearts Club Band &ndash;** The Beatles 1967 <https://youtu.be/VtXI8xAPAtA> &ndash; album



## Unit Key

**Terminology & Definitions :** **Rock Revolution** &ndash; considered to be the most significant period in the Rock Era that blurred the musical, social, racial and geographical boundaries that had existed for generations.

**Beat Poetry** &ndash; words set to a rhythmic pattern and spoken in time.&nbsp;

**The Beatles** &ndash; were an English rock band formed in Liverpool in 1960. Their best-known lineup, consisting of John Lennon, Paul McCartney, George Harrison, and Ringo Starr, became considered by many as the greatest and most influential act of the rock era.

### **Four &ldquo;Phases&rdquo; of the Beatles:**

**Beatlemania** &ndash; a term that originated during in 1962 to describe the intense fan frenzy directed toward British rock/pop band The Beatles during the early years of their success &ndash; 1962 to the end of 1964.

**Dylan-inspired Seriousness** &ndash; period from 1965-1966 that followed Beatlemania where the Beatles began to mature and their music became bolder and more significant.

**Psychedelia** &ndash; period from 1967-1967 that refers to the subculture of people who used psychedelic drugs and a style of music derived from the experience of altered consciousness.&nbsp; Often depicted with distorted and surreal visuals, sound effects and reverberation, bright colors and animation (including cartoons) to convey to a viewer or listener the artist's experience while using such drugs.

**Return to Roots** &ndash; period from 1968-1970 when the Beatles focused on more straight ahead, high class rock and roll without the use of grandiose orchestras, electronic collages, crowd noises, etc.

**Art Song** &ndash; a vocal music composition, usually written for one voice with piano accompaniment, in classical style.&nbsp; The term is often used to refer to a musical setting of an original, independent poem or text.



- 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) &nbsp;
- (Advanced)
- 9.2.3.F Know and apply appropriate vocabulary used between social studies and the arts and humanities. &nbsp;
- (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). &nbsp;
- (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). &nbsp;
- (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). &nbsp;
- (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;
- (Advanced)

&nbsp;

This Curriculum Map Unit has no Topics to display

## Unit: Unit 8 - Motown and Soul

### Unit Description:

This unit covers the impact of Motown and Stax Records. More than any other aspect of American culture, music—and especially Motown and soul—brought home the arrival of a new generation and the profound changes taking place in American society. For a brief time in the mid-60s, it seemed that divisions of race, class, and culture were about to be eliminated. That didn’t happen, but the changes that took place during that time were irreversible. Black music of the 60s helped bridge the gap between segregated music, movies and television and a new multicultural society we now see in the media and real life.





- 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 :** **Motown** &ndash; is an American record company founded by Berry Gordy, Jr. in 1959 in Detroit, Michigan.&nbsp; It also became the nickname for Detroit because of the success of Motown Records.&nbsp; Gordy&rsquo;s original studio was referred to as &ldquo;Hitsville USA.&rdquo;

**Motown Sound** &ndash; Gordy&rsquo;s vision; crafted with an ear towards pop appeal, it typically used tambourines to accent the back beat, prominent and often melodic electric bass-guitar lines, distinctive melodic and chord structures, and a call-and-response singing style that originated in gospel music. Pop production techniques such as the use of orchestral string sections, charted horn sections, and carefully arranged background vocals were also used.

**Black Pop** &ndash; the success of Motown&rsquo;s string of heavily pop-influenced soul records, which were palatable enough to white listeners, allowed R&B and soul to crossover to mainstream audiences.

**Soul** &ndash; a combination of R&B and gospel which began in the late 1950s in the United States. It is characterized by its use of gospel techniques with a greater emphasis on vocalists, and the use of secular themes. The 1950s recordings of Sam Cooke, Ray Charles and James Brown are commonly considered the beginnings this genre.

**Southern Soul** &ndash; a type of music originated from a combination of styles, including blues (both 12 bar and jump), country, early rock and roll, and a strong gospel influence that emanated from the sounds of Southern African-American churches. The focus of the music was not on its lyrics, but on the "feel" or the groove. This rhythmic force made it a strong influence in the rise of funk music.

**Stax Records** &ndash; founded in 1957 in Memphis Tennessee as Satellite Records, the label changed its name to Stax Records in 1961. It was a major factor in the creation of the





- (Advanced) 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 &nbsp; purposes of works in the arts (e.g., Gilbert and Sullivan operettas)  
 9.2.3.F (Advanced) Know and apply appropriate vocabulary used between social studies &nbsp; and the arts and humanities.  
 9.2.3.I (Advanced) Identify, explain and analyze philosophical beliefs as they relate to &nbsp; works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).  
 9.2.3.J (Advanced) Identify, explain and analyze historical and cultural differences as they &nbsp; relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).  
 9.2.3.K (Advanced) Identify, explain and analyze traditions as they relate to works in the &nbsp; arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).  
 9.2.3.L (Advanced) Identify, explain and analyze common themes, forms and techniques &nbsp; 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 9 - Rock**

**Unit**

**Description: ROCK**

This chapter covers the music of the 70s and how it was distinguished from all other styles by its sheer amount of non-vocal music. Words serve the music in a largely explanatory role. The music itself is the primary source of Heavy Metal's overwhelming impact and expressive power. By the early 70s the rock revolution was over. Evident by the flurry of hastily arranged marriages between rock and pre-rock styles: pop rock, rock musicals, jazz fusion, etc. Heavy Metal musicians reached a comfort zone with its essential elements: deep blues vocal style, repeated riffs, dense dark texture and the flow and energy of rock rhythm. The years around 1970 were defining for the history of rock; it is during this time that rock emerged as a fully developed style. From this point on, what the Stones call "rock and roll" becomes a timeless music. Its conventions are clear and widely understood, and they remain substantially unchanged. The music in this chapter is classic rock; it epitomizes the style.

**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:**

**ROCK**

• **From Blues to Rock**

• **Deep Blues and Rock**

**Hard Rock in the Mid-Sixties**

• **The Kinks**





- 9) **Strange Brew** &ndash; Cream 1967  
<https://youtu.be/hftgytmgQgE>
- 10) **Voodoo Child** &ndash; Jimi Hendrix Experience 1968  
<https://youtu.be/NWJwj4tZMOU>
- 11) **The Life and Career of Jimi Hendrix** &ndash; WatchMojo.com  
<https://youtu.be/5ZtJNfNhhLU>
- 12) **Jumping Jack Flash** &ndash; The Rolling Stones 1968  
<https://youtu.be/XCMrXC8D05Q> &nbsp;2015 - [https://youtu.be/\\_n0i6K8V2o0](https://youtu.be/_n0i6K8V2o0)
- 13) **The Rolling Stones Story** &ndash; Documentary  
<https://youtu.be/OjLFkrqd4IA>
- 14) **The Rolling Stones 2020** &ndash; Documentary  
[https://youtu.be/UqTnkWN\\_0CQ](https://youtu.be/UqTnkWN_0CQ)
- 15) **What is Distortion?** &ndash; Sweetwater  
<https://youtu.be/VvOxWDQIc7M>
- 16) **Paranoid** &ndash; Black Sabbath 1971  
<https://youtu.be/hkXHsK4AQP>
- 17) **What Exactly ARE Power Chords? Power Chords Explained** &ndash; Ryan Lendt  
<https://youtu.be/eXVwRI5gYOA>
- 18) **Overtones are Awesome. Here is Why** &ndash; Paul Davids  
<https://youtu.be/GBKs0MR4gLQ>
- 19) **What Is White Noise?** &ndash; BrainStuff &ndash; HowStuffWorks  
<https://youtu.be/EY5OQ2iVA50>
- 20) **Highway Star** &ndash; Deep Purple 1972  
<http://youtu.be/ubMQtQIbELs>
- 21) **Top 10 Best Deep Purple Songs** &ndash; WatchMojo.com  
<https://youtu.be/-B4PauF8gCU?t=426>



**Heavy Metal** &ndash; with roots in blues rock and psychedelic rock, the bands that created a thick, massive sound, characterized by highly amplified distortion, extended guitar solos, emphatic beats, and overall loudness.

**Southern Rock** &ndash; developed in the Southern United States from rock and roll, country music, and blues, and is focused generally on electric guitar and vocals.

**Fuzztone** &ndash; a kind of distortion effect that creates a warmed and &ldquo;dirty&rdquo; sound by compressing the peaks of an electric musical instrument's sound wave and adding overtones.

**Virtuoso** &ndash; an individual who possesses outstanding technical ability in a particular field. This word is often used to refer to an individual with superior technique or execution in music; often singing, playing a musical instrument or composition.

**Power Trio** &ndash; a rock and roll band format with only guitar, bass and drums, leaving out the rhythm guitar or keyboard that traditionally fill out the sound with chords. While one or more band members sing, power trios emphasize instrumental performance and overall impact over vocals and lyrics.

**Double-time Rhythm** &ndash; a type of meter, tempo or rhythmic feel using note values twice as fast as written but without changing the pace of the chord progressions.&nbsp; This style is often used to back up improvisational solos.

**Distortion** &ndash; is sound created by compressing the peaks of an electric musical instrument's sound wave and adding overtones produced by effects pedals, pre-amplifiers, power amplifiers, speakers and more recently by digital amplifier modeling devices.

**Modality** &ndash; the influence of English folksong structure that became the basis of a new harmonic structure in rock and utilized the African American pentatonic scale to map out this new style.

**Sound Space** &ndash; the combination of all elements of music in a particular structure that happens in time when a song creates a specific sonic impact that is unique to its genre.



**Overtones** &ndash; the vibration of any frequency higher than the fundamental frequency of a sound that can occur naturally or be created electronically.&nbsp;

**White Noise** &ndash; randomly vibrating sounds over a wide range of frequency commonly used in the production of electronic music.&nbsp; Can be used either directly or as an input for a filter to create other types of sounds.

**Home Chord** &ndash; the starting point or fundamental of a song structure found within the chord progression that establishes (or contradicts) the tonality from the fundamental key.

**Baroque** &ndash; a period that began in the 1600s that saw the creation of tonality. During the period, composers and performers used more elaborate musical ornamentation, made changes in musical notation, and developed new instrumental playing techniques.&nbsp; Music of this era expanded the size, range, and complexity of instrumental performance, and also established opera, cantata, oratorio, concerto, and sonata as musical genres.

#### **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 &nbsp; | &nbsp; |
| 9.2.3.B<br>(Advanced) | Relate works in the arts chronologically to historical events (e.g., &nbsp;      | &nbsp; |
| 9.2.3.C<br>(Advanced) | Relate works in the arts to varying styles and genre and to the periods &nbsp;   | &nbsp; |
|                       | in which they were created (e.g., Bronze Age, Ming Dynasty,                      |        |

