

YOSEMITE HIGH SCHOOL
50200 SCHOOL ROAD - OAKHURST, CA 93644
(559)683-4667

COURSE TITLE: HISTORY OF ROCK
DEPARTMENT: FINE ARTS DEPARTMENT

<u>REQUIREMENT SATISFIED:</u>		
High School:	X	Model Curriculum Standards:
State College:		Frameworks:
UC Approved:	X	

GRADE LEVEL: 10-12 LENGTH OF COURSE: SEMESTER CREDITS: 5

PREREQUISITE: None required

TEXTBOOKS: Rock Music Styles, Katherine Charlton, ISBN 0-697-34055-4

Supplemental Materials: Various recordings that illustrate the various styles of rock and the important performers of rock; videos demonstrating the various styles of rock and the cultural undercurrents influencing those styles.

COURSE DESCRIPTION:

This one semester course is a study of the development of Rock Music in America from its beginning to the present. This will include a study of music in America as it was settled and will include an overview of the music that was combined, resulting in Rock & Roll. Also included will be a study of the differences between Pop, Rock, and Rock & Roll. Key assignments will include creating a timeline illustrating the changes in rock and the important styles from 1950 to the present, analyzing the forms represented in the major styles of rock, and writing a musical review of a recording of their choice. Students will also compare and contrast two different styles of rock and present their findings to the class.

In all phases of this course, students will listen to large quantities of music and will analyze it according to style, form, instrumentation, and genre. They will study, using various methods, the social and historical reasons the music developed and the social and historical impact the music had on the society of the time. As they listen, the students will become concerned with the quality of performance, listening to multiple versions of the same pieces. While doing this, they will develop an understanding of a basic criteria that can be used to judge quality in music and its performance. By following this procedure, this course will connect with all six of the California Standard Frameworks. This is a UC approved course for Visual and Performing Arts.

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

<u>Assignment</u>	<u>Standards</u>	<u>ESLRS:</u>
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	
An overview of music before Rock & Roll and the various genres that were combined to bring about Rock & Roll.	1,2,3,5,6	1,3,5
a) Blues		
b) Country		
c) Gospel		

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

<u>Assignment</u>	<u>Standards</u>	<u>ESLRS:</u>
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	
d) Pop		
e) Folk		
f) Jazz		
A study of the developments in Rock & Roll in the 1960's and 1970's.	1,2,3,4,5,6	1,3,5
a) British Invasion		
b) Blues Revival		
c) Psychedelic Rock		
d) Country Styled Rock		
e) Jazz Rock		
f) Funk		
g) Art Rock		
h) Hard Rock and Heavy Metal		
i) Punk		
j) Ska		
k) Hip Hop		
l) Rap		
III. A study of mainstream rock in the 1980's and 1990's.	1,2,3,4,5,6	
a) Alternative Rock		
b) Gothic Rock		
c) Industrial Rock		
d) Post Punk		

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Visual and Performing Arts - Music (Grades 9-12)

Artistic Perception

1. The student demonstrates an understanding of music by analyzing and interpreting what is presented in the music or performance.
 - 1.1 Students will identify and analyze the elements of music as it relates to quality performance. Music notation utilized in reading and writing music will be identified in its relationship to expression in performance.

Creative Expression

2. The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and activities of the musician/performer and composer/arranger.
 - 2.1 Students will express themselves emotionally through a wide variety of ensemble repertoire performances. Students will recognize the technical demands of pitch accuracy, intonation, rhythmic accuracy, dynamics, articulation, phrasing. Students will relate these technical aspects to the emotional impact of musical performance.

Historical and Cultural Context

3. *The student demonstrates an understanding of major music traditions and styles from a variety of times and places.*
 - 3.1 *Students perform and recognize music from differing cultures and eras throughout history. Students recognize musical styles and techniques associated with specific periods of history, cultural characteristics, and traditional heritage.*
4. *The student demonstrates understanding that music and musicians reflect, play a role in, and influence culture.*
 - 4.1 *Students will discuss the impact of individual musicians as a reflection of society. Particular historical style periods will be compared to the musical techniques utilized to reflect that cultural impact.*

Aesthetic Valuing

5. *The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of musical composition and performance.*
 - 5.1 *Students will listen to recordings of themselves and other groups. Evaluations will be given based upon technical accuracy, expression, emotional impact, rhythmic incorporation, unified interpretation.*
6. *The student demonstrates an understanding of structure (how music sounds) and content (what music communicates) in music.*
 - 6.1 *Students listen to musical works and then relate to its form, style, technical demands, emotional outcome, and intended meaning.*

OUTCOMES:

Students will demonstrate an understanding of the differences between the different styles of rock music that developed from the 1960's to the present.

Students will develop a general understanding of the social influences that helped shape rock music from the 1960's to the present.

Students will become conversant with the different rock music that developed and will know key performers as well as illustrative works.

INSTRUCTIONAL STRATEGIES:

Instructional strategies will include lecture and class discussion. Lectures will be supported by recordings illustrating the concepts and styles under discussion. Selections listened to will be the basis, along with lectures, of class discussions.

ASSESSMENT:

Students will be assessed with the following instruments:

1. *Teacher-made tests*
2. *Major projects that are due periodically. I.e. Timeline, record review, term paper on a specific rock style.*
3. *Daily writing assignments that critique/discuss the examples listened to in class.*