

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Course: Music History of Rock and Roll

Course Description

Music History of Rock and Roll is an academic music class that examines the history of rock, primarily as it unfolded in the United States, from the days before rock (pre-1955) to the end of the 1990s. The course covers the music of Elvis Presley, Chuck Berry, Phil Spector, Bob Dylan, the Beatles, the Rolling Stones, Jimi Hendrix, Cream, and many more artists, with an emphasis both on cultural context and on the music itself. Students will listen to and analyze rock and roll music from each era, finding out why this music means so much to the youth of each generation. In addition, students explore how developments in music business and technology helped shape the ways in which music styles developed.

Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

Content Standards for Advanced General Music

Creating:

1. Consistently apply research to generate compositional ideas.
2. Document strategies used regularly to organize artistic ideas.
3. Refine musical pieces to extended rhythmic and harmonic ideas.

Performing:

4. Explain how one's composition relates to established musical genres, styles, and forms.
5. Lead the production and sharing of an original composition.
6. Perform a musical work that causes audience reflection by presenting different musical styles or viewpoints.

Responding:

7. Identify ways contemporary musical compositions push boundaries of the genre and discipline.
8. Analyze the ways one's own cultural and personal perspectives and biases affect how one understands specific musical works.
9. Construct an argument for selecting one criteria over another for evaluating a musical composition.

Connecting:

10. Explain the development of one's musicality or musical style and how it relates to a composition.
11. Identify the social, cultural, and personal influences on one's musical style as a composer or musician.

Source: MA Arts Curriculum Framework 2019, page 49

Units	Essential Questions
1. Pre-Rock	<ul style="list-style-type: none"> • How do the country blues reflect the challenges of sharecropping, racial injustice, and rural poverty in early twentieth-century African-American life? • How did the Great Migration leads the blues occupying a central place in American popular music? • How did the electric guitar transform blues music?
2. Birth of Rock	<ul style="list-style-type: none"> • Why is Chuck Berry often considered to be the most important of the early rock and rollers? • How were Bo Diddley’s recordings an anomaly in relation to 1950s pop music? • How did Elvis Presley’s early career reflect racial relations and tensions in mid-1950s America?
3. Radio and the American Teenager	<ul style="list-style-type: none"> • How did radio influence American life in the years before the birth of rock and roll? • What roll did Dewey Phillips and Hunter Hancock play in bringing R&B to mixed race audiences? • Why did teenagers become a distinct demographic group in the 1950s? • What made the teenager a source of anxiety during the 1950s? • What role did the “teen idols” of the late 1950s play in bringing rock and roll into mainstream culture? • How did movies impact the spread of rock and roll music?
4. Music and the Civil Rights Movement	<ul style="list-style-type: none"> • How were musicians and artists affected by McCarthyism in 1950s America? • How did popular music reflect the values of the Civil Rights movement of the 1960s and help the movement convey its message? • How did Bob Dylan’s early experience with folk and rock and roll music influence his songwriting?
5. The British Invasion	<ul style="list-style-type: none"> • What impact did growing up in post WWII Liverpool have on the Beatles? • What were the factors that contributed to the rise of Beatlemania? • How did the Rolling Stones help popularize the blues? • How did the Who represent “my generation” in mid-1960s England?
6. The Late 1960s	<ul style="list-style-type: none"> • Why did young people descend upon San Francisco in 1967 for a “summer of love”? • In what ways did Jimi Hendrix and Led Zeppelin help create a new “hard rock” sound? • Since the 1960s, how have artists used musical events to promote change?
7. The 1970s	<ul style="list-style-type: none"> • What are the musical and cultural roots of heavy metal? • How was glam rock a reaction to the “seriousness” of popular music at the time? • How was glam rock part of a new teenage culture in the 1970s?

Structures for Learning

During a typical class students and teachers may be in engaged in...

- *Creating historical timelines to understand song lyrics content*
- *Use of listening templates to guide listening*
- *Watching video to understand rock and roll as a visual culture: film, television, and fashion*
- *Reading text on the culture of America from the twentieth into the twenty-first century*
- *Watching video to understand rock and roll performance: live shows, dance and theater*
- *Analyzing song lyrics to understand rock and roll as a literary form*
- *Listening to music, watching video, and reading text to understand the industry and technology of rock and roll*

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Arts Curriculum Framework. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."
- *MA Arts Curriculum Framework 2019*, p.20

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

Structures for Learning

Structures for learning are examples of the instructional contexts and activities that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.