

**Visual and Performing Arts: Performing Arts
Music**

Unit 3: History of Rock and Roll

Essential Understandings	<ul style="list-style-type: none">• Music is part of history.
Essential Questions	<ul style="list-style-type: none">• How did Rock and Roll evolve?• Who was important in the development of Rock and Roll?• How did technology influence the history of Rock and Roll?• What historical events influenced Rock and Roll?
Essential Knowledge	<ul style="list-style-type: none">• Rock and Roll evolved from blues, hillbilly, and gospel music, field hollers, prison, work, and folk songs.• Rock and Roll developed through the talents of various people in the music business such as Robert Johnson, Alan Freed, Elvis Presley, Jimi Hendrix.• The development of technology in music, including early recording devices, records, reel-to-reel, amplification, jukeboxes, radio, and television, directly influenced the development of Rock and Roll.• Historical events, such as the Great Depression and the World Wars, influenced the development of Rock and Roll.
Vocabulary	<p><u>Terms:</u> Rock and Roll, hillbilly, blues, field holler, gospel, rhythm and blues, reel-to-reel, record, jukebox, gramophone, cylinder, amplification, multi-tracking, boogie-woogie, jazz, Motown, Cajun, Zydeco, Tejano, critique</p>
Essential Skills	<ul style="list-style-type: none">• Identify American Roots Music and Rock and Roll as periods in music history.• Create a summary that relates the development of Rock and Roll with American history.• Distinguish important musicians in the development of Rock and Roll.• Research and debate the importance and influence of current artists in the Rock and Roll genre.• Recognize the importance of technology in the development of Rock and Roll.• Research the music business.

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Standards: Maine Learning Results Standards And Common Core	<p>A Disciplinary Literacy: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.</p> <p>A3.Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, texture, style</p> <p>B Creation, Performance, and Expression: Students create, perform, and express through the art disciplines.</p> <p>B2. Students compare musical ideas expressed in the compositions of others</p> <p>C Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.</p> <p>C1. Application of Creative Process</p> <ul style="list-style-type: none">a. fluencyb. flexibilityc. elaborationd. originalitye. analysis <p>D Aesthetics and Criticism: Students describe, analyze, interpret, and evaluate art (dance, music, theatre, visual arts.)</p> <p>Students compare and analyze art forms:</p> <ul style="list-style-type: none">a. by applying grade span appropriate concepts, vocabulary, skills and processesb. by using multiple criteria from observations, print and/or non-print resourcesc. by comparing the effectiveness of selected media, techniques, and processes in communicating ideasd. by explaining and comparing different purposes of artists and art work in the context of time and place <p>E Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.</p> <p>E1 Students compare products of the visual/performing arts to understand history and/or world cultures</p> <p>E2 Students explain skills and concepts that are similar across disciplines</p> <p>E3 Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts</p> <p>E4 Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment</p>
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	<p>E5 Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts</p> <ul style="list-style-type: none">a. Getting along with othersb. Respecting differencesc. Working as a team/ensembled. Managing conflicte. Accepting/giving/using constructive feedbackf. Accepting responsibility for personal behaviorg. Demonstrating ethical behaviorh. Following established rules/etiquette for observing/listening to arti. Demonstrating safe behavior
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Sample Lessons And Activities	<ul style="list-style-type: none">• American Roots Music DVD notes• Research of Rock and Roll rotation documentation• Rubric for Rock and Roll debate• Managing music packet• Listen and discuss Rock and Roll using appropriate language and terminology• Critique listening samples
Sample Classroom Assessment Methods	<ul style="list-style-type: none">• <u>American Roots Music</u> – Palm Pictures, LLC, A Ginger Group Production worksheet• <u>Rock Roots</u> - PBS Publication: Fact sheet• Keynote presentation• Selection of music that supports the curriculum• Summary of rotations – Rock and Roll tree
Sample Resources	<p><u>Other Resources:</u></p> <ul style="list-style-type: none">▪ History of Rock – i-Pad App▪ www.history-of-rock.com▪ In-tune Magazine – NaFme publication▪ <u>The Definitive Illustrated Encyclopedia of Rock</u> Michael Heatly▪ <u>The Encyclopedia of Rock</u> Edited by Tony Russell▪ <u>A Photographic History of the Beatles</u> Metro Books▪ Listening Samples