

# Welcome to the History of Rock-n-Roll!!!!

## Syllabus for Mr. Nolan

<b>Purpose of the Course:</b>	This course will introduce students to the historical roots & evolution of rock music in the 20 <sup>th</sup> century & its relationship to historical events (some time will be given to integrating US history into the curriculum). Students will examine rock music from its various genres & major people/groups & gain an appreciation for rock music & its roots. Students will also choose a project with instructor approval that is designed to increase their depth of a rock genre/time period or a super group.
<b>Requirements &amp; Grading:</b>	Students will...
Daily Work: (20%)	be expected to engage in active discussions, complete required readings, keep a record of music listened to, to participate in discussions & complete all class assignments --please have a notebook to keep your materials. be expected to be active learners in class & allow others to engage in the learning process.
Writing Papers: (40%)	write several analytical research & opinion papers showing not only a thorough grasp of the history of rock & roll but an application of knowledge (ie. analysis). be expected to write TWO "scholarly" reviews of CDs
Tests/Quizzes: (40%)	be expected complete tests/quizzes on lectures/discussions/readings
<b>Late Work Policy:</b>	All work turned in late will have 10% of the grade deducted past the due date. The max penalty will be 50%.
<b>Behavior Policy:</b> approach	Students will not impede the learning of others or presentation of information. Students should this class as one of discovery. You will listen to music you love & music you hate—learn from it all—it all has something to tell us. <b>Misbehavior will not be tolerated.</b> If a student engages in misbehavior, a warning will be given. Continual misbehaving will result in a parent conference, referral, & possible removal from the class. When music is playing—you are to be listening. If your mouth is running, you cannot hear what the music is telling you.
<b>Procedures:</b> discuss.	We will start with a musical warm-up—you will be required to complete the warm-up & be prepared to discuss. Class time is very valuable, so we will not waste anytime & engage the senses as we learn. Class will end when I dismiss you— <i>please be in your seat when the bell rings!!!!</i> You should have a folder to keep materials in.
<b>Class Rules:</b>	All cheating, plagiarism, & disruptive behavior will not be tolerated. Keep your hands, feet, & objectionable comments to yourself. All ACHS school rules apply in this room. Bathroom passes—go before class. You have only FIVE emergency passes. In order to leave—EVERYONE must be in their seats. Enjoy the class & rock on! ☺

**Please understand—this class will involve academic work.**

## Procedures and Expectations

Procedure refers to how things are to be done in this classroom. Procedures are for your benefit by helping you to do your work with less confusion—leading to your success!

### Guidelines to be Successful in this Class:

- 1) Be responsible.
- 2) Always try.
- 3) Do *your* best.
- 4) Treat everyone including yourself with respect.
- 5) Follow the appropriate expectations for class activities

### General Class Rules:

- 1) Be to class on time with all of your materials.
- 2) Keep your hands, feet, objects, and objectionable comments to yourself.
- 3) Work during all times.
- 4) Follow directions immediately.

**Do...** your work—it is the number one key to success!  
sit where you are assigned.  
ask questions if you have them; simply raise your hand.  
be in your seat when the bell rings at the beginning and end of class.  
sharpen your pencil if you need to.  
go to the restroom BEFORE class—you get FIVE passes and that's it!  
listen when Mr. Nolan gives the attention signal of raising his hand and counting to five.

**Don't...** litter in my classroom—no food or drinks other than water or tea  
get out your phone or any electronic device—unless told to.  
destroy, deface, or write on anything that is not yours.  
mess around in my "office".  
cheat on assignments by copying work!

### How should I behave in class?

1. I expect your best behavior in this class. We are here to learn and be educated, not to kick back and relax. *I will not tolerate any sleeping, inappropriate talking, inappropriate comments, foul language, horse-playing, other behavior that causes disruptions to the learning process of others in the class.* I want this classroom to be a safe place to learn and to allow you the opportunity to maximize your potential. Every person in this classroom deserves the right to learn.

### How should I behave during a video?

1. I expect that you will follow the general rules for behavior and raising your hand when watching a video. The videos that we watch will provide you with a reinforcement of material covered or an enrichment.
2. ALL videos will have a viewing guide with appropriate questions. You need to be completing these questions as you watch the video.

### What do I do when someone else is talking?

1. Standard procedure is when I am talking to the class or another classmate is discussing an issue/asking a question, we all respect that person and listen. We will NOT talk but will raise our hand, wait our turn, and then voice our opinion or ask a question.

### VERY IMPORTANT!!!!!!!!!!!!!! What if there is a sub for the class?

1. I take behavior when I am gone *very seriously*. Do NOT misbehave for a sub—plain and simple. I expect your behavior to be superior and whatever the assignment is that I leave for you to be done.

**Questions:** Perhaps you are having a problem with your homework or need further explanations but school is over for the day and the assignment is due tomorrow—what do you do? You may call me and get the answers you need at: 859-4787. I am here to help but not to shoot the breeze.

Web page for syllabus & resources: <http://www.anderson.k12.ky.us/RichNolan.aspx>

## Basic Outline of the Class (subject to revisions)

### Unit One: The blues, folk, & beatnik foundation (2 weeks)

Essential Questions: How did the blues, folk, & the Beatniks laid the foundation for the 1960s?  
How was music a reflection of cultural change & historical trends?  
What were the major styles, major musicians, & songs of the time period?  
Exam: MC and Constructed Response

### Unit Two: The 1960s: The Summer of Love & Dark Clouds on the Horizon (2 weeks)

Essential Questions: How did music evolved from the 1950s into various genres laying the foundation for the 1<sup>st</sup> British invasion?  
What were the major styles, major musicians, & songs of the time period?  
How was music a reflection of cultural & technological change & historical trends?  
Exam: MC and Constructed Response

### Unit Three: 1970s: the death of the Sixties (heavy metal, disco, glam, new wave, punk) (2 weeks)

Essential Questions: How did music evolved from the 1960s into various genres laying the foundation for most of today's modern music & the 2<sup>nd</sup> British invasion?  
What were the major styles, major musicians, & songs of the time period?  
How was music a reflection of cultural & technological change & historical trends?  
Exam: MC and Constructed Response

### Unit Four: 1980s: Fragmentation (synthesizers, MTV, hair metal) (2 weeks)

Essential Questions: How did music continued to evolve in the '80s as a reaction to the 1970s?  
What were the major styles, major musicians, & songs of the time period?  
How was music a reflection of cultural & technological change & historical trends?  
Exam: MC and Constructed Response

### Unit Five: 1990 - now Reaction against the 80s (grunge, speed/death metal) & where is the world is music headed??? (impact of the internet/technology) (2 weeks)

Essential Questions: How was music a reaction to the 1980s?  
Who were the major musicians with the subsequent massive fragmenting?  
How was music a reflection of cultural & technological change & historical trends?  
Exam: MC and Constructed Response

### Unit Six: Putting it all together. (2 weeks) Final Exam

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#### Scoring Guide/Rubric for Papers:

Title, date, name, page numbers	(possible 5 pts.)
Thesis	(possible 10 pts.)
Development of thought, voice, & analysis	(possible 25 pts.)
Application of evidence from notes, songs, video, readings to support analysis	(possible 50 pts.)
Overall presentation	(possible 10 pts.)

Total points possible:

100 points each

A major part of this class will be the student choice project/writings. You will need to complete one of the following options:

**Option One: Writing Assignments—Pick any TWO of the following topics (one from group 1 and one from group 2)**

**The Blues: the foundation of it all**

What are the Blues?

Why the Blues? What connections exist between the blues & events in US history?

What impact did the Blues have on music? How are the Blues still with us in music today?

**The 1950s, folk, & beatniks**

How did the 50s rock & roll, folk, & the Beatniks lay the foundation for the 1960s?

How was music a reflection of cultural change & historical trends?

What were the major styles, major musicians, & songs of the time period?

**The 1960s: The Summer of Love & Dark Clouds on the Horizon**

How did music evolved from the 1950s into various genres laying the foundation for the 1<sup>st</sup> British invasion?

What were the major styles, major musicians, & songs of the time period?

How was music a reflection of cultural & technological change & historical trends?

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**1970s: the death of the Sixties (heavy metal, disco, glam, new wave, punk)**

How did music evolved from the 60s into various genres to be the foundation for most of today's music & the 2<sup>nd</sup> British invasion?

What were the major styles, major musicians, & songs of the time period?

How was music a reflection of cultural & technological change & historical trends?

**1980s: Fragmentation (synthesizers, MTV, hair metal)**

How did music continued to evolve in the '80s as a reaction to the 1970s?

What were the major styles, major musicians, & songs of the time period?

How was music a reflection of cultural & technological change & historical trends?

**1990s - now: Reaction against the 80s (grunge, speed/death metal) & where is the world is music going??? (impact of the internet)**

How was music a reaction to the 1980s?

Who were the major musicians with the subsequent massive fragmenting?

How was music a reflection of cultural & technological change & historical trends?

**Option Two: Pick one of the above paper topics and one of the following**

Pick a group and have it approved by Mr. Nolan.

--do a critical, in-depth analysis of their history

--provide an examination of their beginnings, their high points, and decline

--examine how this group impacted music during their time and after

--briefly provide a historical rundown of their releases

Pick a group and do an in-depth, critical examination and analysis of their releases and songs

--provide information on each release

--examine how the music changed or maintained continuities

--place the release within the historical context

--examine the releases for style, lyrics, and creativity

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**REQUIREMENTS: Make sure you follow the required five paragraph format:**

Introduction: (thesis statement)

3 paragraphs—each paragraph starts with a transitional sentence

Conclusion

Use the information from the class & research to answer the above questions with specific evidence to back up your analysis.

Your paper must be of the highest quality & must meet the following criteria:

--typed (size 12 font, no more than 1" margins, pages numbered) or handwritten (very neat, 1" margins, pages numbered)

--must have a title & your name

--must have an overall thesis or main idea

--must have specific evidence & analysis of the evidence showing thought

--must be a minimum of 2000 words long

--spell check! Grammar check!--read it aloud before you give it to me; have someone else read & check it!

- 1) What type of music do you like? Examples & why
- 2) Who are some of your favorite bands? Styles of music? Why?
- 3) What are some of your favorite songs? Why?
- 4) How has music influenced your life &/or you as a person?
- 5) What makes "good music"?
- 6) How much do you know about music that is older than you? Examples?
- 7) Have your musical tastes changed, how?
- 8) What do you hope to get out of this class?
- 9) If you had a world famous band, what would it be called? Why?
- 10) Anything else?

**Instructions for Album/CD Reviews:**

Your CD review should provide a comprehensive examination of a CD to provide someone who has not heard it a thorough and balanced view of both positives and negatives. The Review **MUST** be done in paragraph format, except when noted. Follow this format for success:

- P1 Intro: provide the reader/listener with an overview of who the artist/group is that you are reviewing. Provide some details on their history and where this release fits into their history.
- P2 This is where you discuss the details of the CD as a whole—its name (meaning); label and date of release; description of CD package; number of songs; total length
- P3 Now break down the CD song by song. What is your initial impression when you first hear it? Does it grow on you or do you get tired with it with future listening? After starting the paragraph, you may bullet the songs with the required information. Provide the name of each song, its length, and then details of highlights or lowpoints; does it appeal to you or not—why? Do you favorites on it? What makes them special? Rate each song!
- Finish the paragraph with how this fits into the overall releases of the artist—what came before and after.
- Concl. What is your overall rating for the CD? Why? What type of person may like or dislike this CD? Do you believe the CD will stand the test of time (in other words, will people still be groovin' to it decades from now?) Your final thoughts?

**Due Dates for Major Papers:****Album Review #1:** \_\_\_\_\_ **Album Review #2:****Paper #1:** \_\_\_\_\_ **Paper #2:** \_\_\_\_\_**Statement of Understanding: Must Be Returned ASAP**

Given the nature of rock & roll, the student & parents should be advised that some materials (songs, readings, etc...) may not be in the total nature of "G-rated" but have more mature language or themes. During the course of the semester we will be listening to a lot of music to sample/listen to in order to gain a thorough understanding of the evolution & nature of rock & roll. While I will make every effort to keep it clean, by signing below it is the understanding of the student & the student's parents that both are aware that the student may be exposed to "rock & roll themes" during their study.

\_\_\_\_\_  
(Student's Signature)\_\_\_\_\_  
(Parent/Guardian's Signature)**RETURN THIS SIGNED FOR A GRADE!**

"The only thing that separates successful people from the ones who aren't is the willingness to work very, very hard."--Helen Gurley Brown