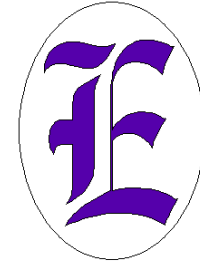




Ephrata High School Course Syllabus



Jazz to Rock: A History of Popular Music in America #5665

I. Course Description

This course will closely examine the history and development of Rock and Roll beginning with its roots in Jazz, Rhythm and Blues and Country and Western. The course provides a complete survey of rock and roll including its various sub-genres, such as punk, alternative, and heavy metal. Particular attention will be paid to prominent performers and composers from different historical periods. Students will learn to identify styles, musical characteristics, artists, and periods of music through listening, group discussion, and written text. The course will also examine the larger historical and sociological context from which these styles emerged and developed.

II. Materials & Equipment

- **Binder/Notebook:** Students are expected to keep all class handouts, notes, assignments and assessments in this notebook for the duration of the semester.
- **Listening Logs:** (provided)
- **Course Text:** Rock and Roll an introduction, Michael Campbell with James Brody, second edition. (provided)
- **Various recordings and video footage** (provided)
- **Various print media supplements**
- **Pen or Pencil**

III. Course Goals & Objectives

- Students will learn how popular music in America, specifically Rock, has evolved from the 1840s through the 21st century.
- Students will learn how popular music has influenced society over the years and how it continues to do so today.
- Students will compare and contrast *many* different styles of popular music.
- Students will develop their music listening skills and learn how to describe a piece of music using descriptive musical language and terminology.
- Students will develop the music theory skills necessary to understand popular music.
- Students will research musicians and performing groups, writing journal entries and keeping listening logs throughout the course.
- Students will have the opportunity to see musicians and performing groups in concert, in interviews, and documentaries through various media presentations.
- Students will have the chance to hear instruments (guitar, bass, keyboard, and drums) in the classroom and see how they are used in rock music.

IV. Course Topics (Summary Outline)

Unit 1: Basics of Rock Music/Developing a Musical Language

- What is basic rock timekeeping?
 - What rhythms can you listen for and identify? How does the drums influence the “rock beat”?
- What are the basic elements of music? How can we develop a musical language?
 - Tempo
 - Dynamics
 - Rhythm/melody/harmony/timbre
 - Form
 - Instrumentation
- How does one describe the means, expression, order, origin, and use of music?
 - How can these 5 things help us describe music?
- On what levels do we experience music? What do we listen for?

Unit 2: The Roots of Rock

- How has African Music/classical music/folk music influence rock music?
- How did minstrelsy/ragtime/blues/jazz/country/folk/gospel/afro-cuban influence rock music?

Unit 3: American Society and Popular Music 1945-1964

- How did society influence rock music during this time period and vice versa?
- What is rhythm and blues? How did rhythm and blues eventually become rock and roll? How does one describe rhythm and blues music?
- What is Rock ‘n’ Roll? How did it begin? How does one recognize and describe rock and roll music? How did Elvis/Jerry Lee Lewis/Little Richard, and Chuck Berry “create” rock and roll music?
- How did the sounds of rock and roll music change in the early 60s? How did “rock and roll” become “rock” music?

Unit 4: Society and Popular Music: 1964-1974

- How did society influence rock music during this time period and vice versa?
- MOTOWN: What is Motown? How did it begin? Why was it so popular then, and still today? How did it influence “rock” music?
- SOUL: What is Soul? How does one describe Soul music?
- BOB DYLAN/BEATLES: How did Bob Dylan and the Beatles have a profound influence on rock music? What did they do that no one ever did before? What made their music different?
- BLUES: How did the blues carry into rock music? How does one find and describe blues in rock music?
- What is solo-oriented rock music? How did Jimi Hendrix have an impact on all guitar players to follow him?
- GLAM ROCK: What is glam rock? How does one describe glam rock?
- PROG ROCK: What is progressive rock? How does one describe “prog” music?
- SOUTHERN ROCK: What is southern rock? What is “southern” about southern rock?
- COUNTRY ROCK: What is country rock? How does one describe country rock?
- HEAVY METAL: What is heavy metal? Who “created” heavy metal? How does one describe heavy metal music in the 70s?
- WORLD BEAT: How did artists start to combine music from all around the world?
- FOLK/SINGER-SONGWRITER: How did folk music develop during this time period?
- BLACK POP: What was black pop music in the 70s? How did Motown/Soul develop through the 70s? What is FUNK?

Unit 5: Society and Popular Music: 1974-1989

- How did society influence rock music during this time period and vice versa?
- ROCK: How did rock music evolve from 1974-1980?
- PUNK: What is punk? How does one describe punk music?
- NEW WAVE: What is new wave? How does one describe new wave?
- BLACK MUSIC: How did black music develop in the late seventies?
- DISCO: What is disco? How does one describe disco?
- How did Michael Jackson/Prince/Madonna change pop music in the 80s?
- How did rock music develop in the 80s? What is “arena or stadium” rock?
- HEAVY METAL: How did heavy metal develop in the 80s? How did Metallica have a profound influence on heavy metal music?
- RAP/HIP-HOP: How did rap/hip-hop develop in the 80s? What were the influences of rap?
- WORLD BEAT: How did world beat develop in the 80s? Why was Paul Simon’s *Graceland* album significant in rock music?
- FUNK: How did funk develop in the 80s?

Unit 6: The Nineties

- How did society influence rock music during this time period and vice versa?
- GRUNGE: What is grunge? How did grunge influence the music of the nineties? How did bands like Nirvana change rock music?
- FUNK: How did funk develop in the nineties?
- RAP: How was rap a powerful force in the nineties?
- BOY BANDS: What are “boy bands”? and how were they popular in the nineties?
- ALTERNATIVE: What is alternative music? How many bands fit into this broad category?
- INDIE: What is Indie Rock? How does one describe “indie”?
- HEAVY METAL: What are some different types of heavy metal that developed in the nineties?
- Does “rock” music still exist? Or has it broken off into so many categories that the title doesn’t apply to any music?
- What are some other non-mainstream genres of the 90s? (too many to list!)

Unit 7: The 21st Century

- How did society influence rock music during this time period and vice versa?
- HEAVY METAL: What is rap-metal?
- RAP/HIP-HOP : How did rap/hip-hop develop during this period?
- ROCK: Where is rock music in the 21st century? What are some of the MANY genres of rock music that is out there today?
- Where is music heading today? What is the future for rock music?

Unit 8: The Influence of Rock Music in the 20th and 21st Century

- How has rock music influenced each decade of the 20th and 21st century?
- What music was “significant” and “unforgettable” in each decade?
- What music will be remembered 50 years from now? Whose names will we be hearing when we are decades older? Whose music made the STONGEST impact?

V. Assignments & Grading

All grades will be based on the following:

- **Your individual progress and achievements will count towards your overall grade.** Your knowledge and skills will be assessed in cumulative points through:
 1. Exams/Quizzes:
 - a. Fill in the blank and/or multiple-choice questions on concepts, terms and artists discussed in lectures, discussion sections, and readings.
 - b. Aural identification of important musical styles.
 2. Listening Logs:
 - a. In order to cultivate students' ability to discuss rock as music, five times during the semester, students will be required to complete a listening log.
- **Daily attendance and participation will count as 100 points towards your grade for the marking period.** Do not take this lightly! Your participation is crucial. Students will receive one of three participation ratings for each class.
 1. $\checkmark+$ = (actively engaged in class and above average participation, plus 1 point)
 2. \checkmark = (average participation)
 3. $\checkmark-$ = (unexcused absence, poor participation, disruptive behavior, minus 5 points)At the beginning of the marking period all students will start with 93 points (all checks). Based on the number of check plusses or minuses, points will be added on or subtracted.
- **Extra credit assignments** will be available each marking period for those wishing to raise their grade. All extra credit assignments will be given a rating of 1 through 25 points. These points will be added to your total number of points.