

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Converse County School District # 1

Program Name	History of Rock and Roll	Content Area	Music
Course ID	H892	Grade Level	9,10,11,12
Course Name	History of Rock and Roll	# of Credits	0.5
SCED Code	05116G0.5011	Curriculum Type	

### COURSE DESCRIPTION

*History of Rock and Roll is a student based, media rich course designed to integrate multiple disciplines with an over-arching purpose of analyzing Rock and Roll music in context to its musical, historical and cultural evolution.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
FPA11.1.M.1	Students refine musicianship through individual practice, rehearsal, revision and performance.
FPA11.1.M.2	Students perform independently and with others a varied repertoire of music, refining musicianship and technical accuracy.
FPA11.1.M.3	Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality, and discuss their musical choices.
FPA11.1.M.4	Students compose and arrange music within specified guidelines, demonstrating creativity in using the elements of music for expressive effect.
FPA11.1.M.5	Students demonstrate musical literacy through reading, sightreading and notating music.
FPA11.2.M.1	Students analyze compositional devices and techniques used in a musical work and give examples of other works that make similar uses of these devices and techniques.
FPA11.2.M.2	Students respond to aural examples by evaluating musical elements and expressive devices of a varied repertoire of music.
FPA11.2.M.3	Students apply criteria in evaluating their own and others' performances, compositions, arrangements, or improvisations by comparing and contrasting them to similar or exemplary models.
FPA11.2.M.4	Students form and defend their preferences for musicians, musical works and genres.
FPA11.3.M.1	Students classify, by genre or style and by historical period or culture, unfamiliar music and explain the reasoning behind their classifications.
FPA11.3.M.2	Students listen to a varied repertoire of music, emphasizing American music, and analyze the characteristics that cause a work to be considered historically or culturally significant.
FPA11.3.M.3	Students evaluate the various purposes of music, select music for a specific purpose, and defend their choice.
FPA11.4.M.1	Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings.
FPA11.4.M.2	Students examine the creative and analytical processes of music in relationship to other disciplines.
FPA11.4.M.3	Students identify how musical skills and dispositions are applied to careers, cultural and recreational opportunities.
FPA11.4.M.4	Students analyze the economics of music including the role of management, patrons, philanthropy and advocacy.

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Birth of Rock	FPA11.M.2, FPA11.M.3	<p><b>Use a Timeline</b> to understand the historical context in which a song was created</p> <p><b>Evaluate</b> Rock and Roll as a visual culture, performance, and a literary form</p> <p><b>Understand</b> the industry and technology of Rock and Roll</p>

Teenage Rebellion	FPA11.M.2, FPA11.M.3	<p><b>Evaluate</b> how television shows reflect and influence the values and norms of the society in which they are shown</p> <p><b>Analyze</b> the lyrics of popular songs for meaning</p> <p><b>Link</b> musical movements with the social and historical circumstances from which they emerged</p> <p><b>Evaluate</b> what the music of the Girl Groups says about the roles of girls and women in the late 1950s and early 1960s</p> <p><b>Explain the</b> historical connection between religious and political themes both in the Civil Rights movement and in Sixties Soul.</p>
Transformation	FPA11.M.2, FPA11.M.3	<p><b>Discuss</b> the historical events in the late 1960s, including the Vietnam War protests, race riots, and the assassinations of Dr. Martin Luther King, Jr. and Sen. Robert F. Kennedy</p> <p><b>Evaluate</b> the contributions of musical artists Marvin Gaye and Curtis Mayfield and how their music spoke to social issues of the time</p> <p><b>Debate</b> the findings of the Kerner Report issued by the National Advisory Commission on Civil Disorders in 1968</p> <p><b>Extrapolate</b> arguments about music by assessing sound, mood, tone, instrumentation</p> <p><b>Draw connections</b> among various print, audio and visual texts</p> <p><b>Write creatively</b> for personal and/or small group expression</p> <p><b>Compare and contrast texts</b>, arguments and ideas</p>
Fragmentation	FPA11.M.2, FPA11.M.3	<p><b>Analyze</b> images and through group discussion, be able to identify and understand principles of effective logo design, and apply their knowledge by designing their own logos.</p> <p>Explore the musical roots of multiple rock genres including, grunge, heavy metal, hip hop, new wave, progressive, &amp; punk</p> <p><b>Evaluate</b> the ongoing cultural, and social implications of modern pop music</p> <p>Present and defend/debate a genre of pop music as to its social, and/or cultural contributions.</p>