

Visual and Performing Arts
Performing Arts: American Music
Unit 2: Rock and Roll

Essential Understandings	<ul style="list-style-type: none"> ▪ Change and the evolution of music is constant. ▪ Changes in social, political, and economic factors are reflected in the music of the times, and sometimes influence that change.
Essential Questions	<ul style="list-style-type: none"> ▪ How did rock and roll evolve? ▪ What groups/artists were influential in the development of rock and roll? ▪ What technological advances were part of rock’s historical development?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Rock’s roots were evolved from the blues and spirituals. ▪ Country music also became the basis of early rock music. ▪ Elvis Presley and Chuck Berry helped break the racial barriers in rock music. ▪ The technology of early recording, amplification, radio, and TV all played a part in the development of rock and roll.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ rock and roll, blues, spirituals, country music, r and b, record, jukebox, amplification, boogie-woogie, back beat, 12 bar blues, soul Motown, disco
Essential Skills	<ul style="list-style-type: none"> ▪ Recognize beginning rock as a period in music history. ▪ Create a timeline of the evolution of rock as it relates to major historical, social, and economic developments. ▪ Recognize and name the most important musicians in the evolution of rock. ▪ Identify types of rock music and their distinguishing characteristics. ▪ Name types of technology that helped advance the development of rock music.
Related Maine Learning Results	<p><u>Music</u></p> <p>A. Disciplinary Literacy A3.Listening and Describing Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style and compound meter.</p> <p>C. Creative Problem-Solving C1.Application of Creative Processes Students apply and analyze creative problem-solving and creative thinking skills to improve or vary their own work and/or the work of others.</p> <p>D. Aesthetics and Criticism D1.Aesthetics and Criticism Students analyze an evaluate art forms.</p> <p>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.</p> <p>d. Research and explain how art and artists reflect and shape</p>

Visual and Performing Arts
Performing Arts: American Music
Unit 2: Rock and Roll

	their time and culture.
--	-------------------------

Visual and Performing Arts
Performing Arts: American Music
Unit 2: Rock and Roll

Related Maine Learning Results	<p>E. Visual and Performing Arts Connection</p> <p>E1.The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p> <p>E2.The Arts and Other Disciplines Students analyze skills and concepts that are similar across disciplines.</p> <p>E3.Goal-Setting Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</p> <p>E4.Impact of the Arts on Lifestyle and Career Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions including the recognition that the arts are a means of renewal and recreation.</p> <p>E5.Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ol style="list-style-type: none"> a. Getting along with others. b. Respecting differences. c. Working as a team/ensemble. d. Managing conflict. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for personal behavior. g. Demonstrating ethical behavior. h. Following established rules/etiquette for observing/listening to art. i. Demonstrating safe behavior.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Debate current artists and their importance on the development of rock and roll ▪ Discuss specific styles of rock and listen to examples of those styles ▪ Timeline activity ▪ Watch video segments of Ken Burn’s “History of Rock and Roll” ▪ Watch “American Roots Music” video
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Graded timeline ▪ Set up a rubric for discussion of styles of rock music ▪ Write a short paper on one important rock musician

Visual and Performing Arts
Performing Arts: American Music
Unit 2: Rock and Roll

Sample Resources	<ul style="list-style-type: none">▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>History of Rock Music</u> - Ken Burns○ <u>American Roots Music</u>
-------------------------	--