**The History of Rock and Roll**

**Mr. Beward**

**Fall Trimester 2016-2017**

The study of any nation’s history must include a look at its culture, including art, music, poetry and sports. In this case, Rock and Roll changed an entire generation’s thought toward music and itself. In March of 1952, disc jockey Alan Freed of WJW Radio in Cleveland, Ohio organized the Moonlight Coronation Ball. The event, held at the venerable Cleveland Arena, played host to an overflow crowd nearly double the capacity of the Arena. Fire Marshals closed the Arena and ended the concert one hour after it started. The concert led to a continuing annual series of Moonlight Coronation Balls to commemorate the initial concert. It is also the reason why The Rock and Roll Hall of Fame and Museum was eventually located in Cleveland. Freed’s Moonlight Coronation Ball is widely accepted as the first event in rock and roll’s history. In looking at the history of this music, however, one must acknowledge the impact that other forms of music had on the emerging genre. As my esteemed colleague Mr. Nolan argues, the roots of Rock and Roll includes elements of the blues, “black music” and the big band/pop era that leads to the 50s and the rock explosion. This course will examine the history of Rock and Roll in an academic setting.

**About Mr. Beward**

I am in my seventeenth year of teaching and my eighth year at Anderson County High School. I earned a BA in History from Cleveland State University (Ohio) and MAs in History and Social Studies Education from the University of Kentucky. My lovely bride Barbara and I will celebrate our 20th wedding anniversary in April of 2017. My eldest son Patrick is a senior at ACHS and my younger children are students at Emma B. Ward Elementary. My hobbies are sports (especially golf) and music. I am a EdD candidate at Capella University (Minnesota) and will complete my course work in the Spring. I look forward to examining the history of Rock and Roll with you.

**Statement of Understanding**

**Given the nature of rock and roll, students and parents must be advised that some materials (songs, readings, etc.) may not totally be G-rated and will have more mature language and themes. During the course of the trimester we will be listening to a lot of music in order to gain a thorough understanding of the evolution and the nature of rock and roll. While I will make every effort to keep it real and clean, your signatures below represent an understanding and acceptance of the fact that students will be exposed to rock and roll themes throughout the course.**

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**(student signature) (parent signature)**

**Course Outline:**

Unit One Introduction to the Blues and Rock and Roll (2 weeks)

 Learning Targets:

 Identify and explain the major genres of American music

 Explain how the blues formed the foundation of rock and roll

Explain how the blues reflected cultural changes and historical trends of the 20th century

Identify and explain the styles, musicians and songs of the blues

Create visual presentation of major genres and Blues artists

Unit Two Rock and Roll, Soul and Motown (2 weeks)

 Learning Targets:

 Identify and explain genres of music, major artists and time frames

 Explain the development of Rock and Roll

 Explain the development of folk music and its artists in the 1960s
 Explain how music was a reflection of cultural and popular trends in the 1960s

 Explain the major styles, musicians and songs of the 1960s

 Create visual presentation of this time period’s genre and artists

 Unit Exam—take home multiple choice questions and in class short response

Unit Three The 1960s—Love, Controversy and Protest (2 weeks)

 Learning Targets:

 Explain the development of the British Invasion and the late 60s

 Explain how music reflected cultural and technological change

 Identify and explain the styles, musicians and songs of the 60s

 Create visual presentation of the major genres and artists of the late 60s

 Unit Exam—take home multiple choice questions and in class short response

Unit Four The 1970s and the diversification of musical genres—disco, glam, new wave, punk, etc. (2 weeks)

 Learning Targets:

 Explain the era of new styles in the 1970s

 Explain the cultural and technological changes of the era

 Explain the cultural changes and historical trends of the 70s

 Explain the styles, musicians and songs of the 70s

 Unit Exam—take home multiple choice questions and in class short response

Unit Five Fragmentation—synthesizers, MTV, hair metal (2 weeks)

 Learning Targets:

 Explain the evolution of music into the 80s
 Explain how music represented cultural and technological changes

 Explain music’s role in cultural changes and historical trends of the period

 Identify and explain the styles, musicians and songs of the period

 Create visual presentation of major artists and genres of the period

 Unit Exam—take home multiple choice questions and in class short response

Unit Six 1990s to now—Reaction against the 80s—grunge, rap, death metal and the future

 Learning Targets:

 Explain the evolution of music into the 1990s

 Explain how music represented cultural and technological changes
 Explain music’s role in cultural changes and historical trends in the period

 Identify and explain the songs, musicians and trends of the period.

 Unit Exam—take home multiple choice questions and in class short response

Final Exam will consist of multiple choice questions.

**Grading:**

This class will be assessed using a point system and we will use the standard Anderson County High School grading criteria (A 90-100, B 80-89, C 70-79, D 65-69, F 0-64)

Class elements:

1. Notebook—detailed record of all class activities, notes, presentations and warmup events—200 points

2. Blog—Students will write 10 posts of 50 words or more on issues covered in class—100 points

3. Exams—6 unit exams at 100 points each—600 points

4. CD Review—to be done by the tenth week of the trimester—100 points

5. In-Class Participation/Preparation—In order to score the points on this element, students must complete all assignments and be prepared for class discussions. Points will be deducted for not having needed materials and not working on assignments—300 points

6. Mini-Essays—3 each worth 100 points—300 points

7. Band Project--a group project on an era of Rock—more information to be provided later—200 points

8. Final Exam—200 points

**Class Behavior Expectations:**

Be on time and prepared for class each day

Participate in class and group activities

DO what I ask the first time

Respect my classroom and personal belongings

Respect and appreciate your classmates and their positions, ideas and backgrounds

Discussions and actions must be clean, legal and appropriate

Keep cell phones put away unless permission given for class activities

No cheating on class assignments

Violations of these expectations will lead to any of the following possibilities based on severity and nature of the violations:

Loss of participation points

Verbal reprimands

Calls to parents

Disciplinary referrals to school administration

**Critical Issues:**

**1. Involvement in group work and band project—All students are expected to fully participate in group work and projects. Those not pulling their weight will not receive credit for the assignment. Brag sheets will be completed to document actions of all group/band members.**

**2. Plagiarism is prohibited—Plagiarism is defined at the use of someone’s ideas and words without giving them proper academic credit for their work or copying the work of others. Anyone caught cheating will receive a 0 for the assignment and will be referred to school administration for additional sanctions. DO NOT CHEAT! If you are struggling with an assignment, talk to me before cheating.**

**3. Food and drink in class—Students will be allowed to bring food and drink into the classroom as long as they respect my classroom by ensuring that trash ends up in appropriate places. Failure to follow this expectation will result in changing this procedure.**