

COMMUNITY UNIT SCHOOL DISTRICT 200

The History of Rock & Roll in America High School – Grades 9, 10, 11, 12 Intermediate Level - One Semester Elective

1. Subject Expectation The student will know the language of the arts. (State Goal 25)

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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Critical Content	25.A.4	a. analyze and evaluate the effective use of elements, principles, and expressive qualities in a composition/performance in dance, drama, music and visual arts <ul style="list-style-type: none">• identify terms and vocabulary specific to music• discuss the roles of the individuals involved in the creation and production of a piece of rock music• observe and analyze the creative process
	25.A.5	b. analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning <ul style="list-style-type: none">• discover the ways in which rock music artists make sure their message is heard• analyze specific elements of music (timbre, text, harmony, etc.) and their purpose within selected works• discuss the intent and/or meaning of various artists and pieces of music• analyze the effectiveness of an artist's intent

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among the arts
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Critical Content	25.B.4	a. analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context <ul style="list-style-type: none">• discover the relationship between rock music and the stage in the latter half of the 20th century
	25.B.5	b. understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography)

- analyze the use of rock music in modern cinema
- discover the ways that elements of rock & roll combined with modern drama to create Rock Opera

2. Subject Expectation (State Goal 26) The student, through creating and performing, will understand how works of art are produced.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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| Critical Content | 26.A.4c | a. | analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing <ul style="list-style-type: none"> • discover the different instruments typically used in rock music • understand the way different instruments are created to form different timbral effects • discover the ways technology has enhanced the ways musical sounds have been produced |
| | 26.A.4d | b. | demonstrate the ability to read written notation for a vocal or instrumental part <ul style="list-style-type: none"> • explore the different forms of notation for rock music (standard notation, chord charts, guitar tablatures, etc.) |
| | 26.A.5 | c. | analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas <ul style="list-style-type: none"> • analyze the selection of particular instruments and/or voices for different pieces of music • discuss the role an instrument, voice type, or studio effect may play in communicating the intent of the piece |

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge necessary to create and perform in one or more of the arts
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| Critical Content | 26.B.4c | a. | create and perform music of challenging complexity and length with expression <ul style="list-style-type: none"> • discover the skills needed to create and/or perform a work of rock music • discuss the ways complexity and expression have been measured throughout the development of rock & roll |
| | 26.B.5 | b. | create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making |

- participate in some aspect of the creative process of a piece of rock music to be written, performed, produced, marketed, and distributed through the combined efforts of the entire class

3. Subject Expectation (State Goal 27) The student will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Analyze how the arts function in history, society and everyday life
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| Critical Content | 27.A.4a | a. evaluate how consumer trends in the arts affect the types and styles of art products <ul style="list-style-type: none"> • explore sales and marketing trends in the music industry • become familiar with the changes in music media throughout the past 50 years • compare and contrast the financial states of consumers over time in regards to the music that they supported financially through both live and recorded performances • discuss the level of financial stability of the music industry in the future |
| | 27.A.4b | b. analyze how the arts are used to inform and persuade through traditional and contemporary art forms <ul style="list-style-type: none"> • identify and discuss prevalent uses of music politically and commercially to inform and/or persuade the public • discover the inherent persuasive nature of rock music |
| | 27.A.5 | c. analyze how careers in the arts are expanding based on new technologies and societal changes <ul style="list-style-type: none"> • explore career opportunities in the modern recording industry • compare and contrast the use of technology in early rock versus modern-day popular music • understand the role that technological developments have played in defining and revising employment in the field of rock music |

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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| Critical Content | 27.B.4a | a. analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture <ul style="list-style-type: none"> • listen to specific great works from different defining periods of rock's development • identify the roles individuals and groups played in |
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- helping to define the different movements of rock & roll
 - differentiate and classify pieces of music according to style, period, and structure
 - 27.B.4b b. understand how the arts change in response to changes in society
 - discuss the correlation between movements in rock & roll and societal trends in the latter part of the twentieth century
 - 27.B.5 c. analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period
 - analyze how the work of a particular artist or group of artists shape or reflect a given time period or event
 - discover how rock & roll shaped aspects of American culture

4. Subject Expectation (State Goal 16) The student will understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Essential Learning 1 (Learning Standard A) Apply the skills of historical analysis and interpretation

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| Critical Content | 16.A.4a | a. analyze and report historical events to determine cause-and-effect relationships <ul style="list-style-type: none"> • discuss the different historical events in twentieth-century America that contributed to the development of rock & roll • explore different developments in rock & roll that contributed to major historical events in America |
| | 16.A.4b | b. compare competing historical interpretations of an event <ul style="list-style-type: none"> • analyze the different perspectives of specific events in rock music history in the United States (Woodstock, British Invasion, etc.) |
| | 16.A.5a | c. analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings) |
| | 16.A.5b | d. explain the tentative nature of historical interpretations |

Essential Learning 2 (Learning Standard B) Understand the development of significant political events

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| Critical Content | 16.B.4 | a. identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative) |
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- identify the political ideologies most prevalent between 1950 and the present time that impacted the artists involved in the development of rock and roll
 - identify the political ideologies most prevalent between 1950 and the present time that impacted the general public's reception of rock and roll
- 16.B.5a b. describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy).
- explore the ways political views served to impact the rock community
 - discover how rock & roll has come to both reflect and/or contest the political positions of the past and present
 - discuss the varied roles of politics in music over time
- 16B.5b c. analyze how United States political history has been influenced by the nation's economic, social and environmental history

Essential Learning 3 (Learning Standard C)	Understand the development of economic systems
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- Critical Content
- 16.C.5a a. explain how trade patterns developed between the Americas and the rest of the global economy, 1500-1840
- 16.C.4b b. analyze the impact of westward expansion on the United States economy
- 16.C.4c c. describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914
- 16.C.5a d. analyze how and why the role of the United States in the world economy has changed since World War II
- discover the impact post-World War II economies had on the development of popular music in America
 - explore the role music played in the economic development of the United States in the world market
 - discuss the future impact rising or falling sales of music will have on the world economic stage
- 16.C.5b e. analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history

Essential Learning 4 (Learning Standard D)	Understand Illinois, United States and world social history
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- Critical Content
- 16.D.4a a. describe the immediate and long-range social impacts of slavery
- understand the role slavery played in the earliest stages of the development of rock music in the United States

- 16.D.4b b. describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity)
 - analyze the ways popular music impacted the nation socially during the Vietnam War and Civil Rights movement
- 16.D.5 c. analyze the relationship between an issue in United States social history and the related aspects of political economic and environmental history
 - discover the correlation between social events in our Nation’s history with the development of rock & roll and its impact on political issues

Essential Learning 5 (Learning Standard E)	Understand Illinois, United States and world environmental history
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| Critical Content | 16.E.4a | a. describe the causes and effects of conservation and environmental movements in the United States, 1900-present |
| | 16.E.4b | b. describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation) |
| | 16.E.5a | c. analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities |
| | 16.E.5b | d. analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history |

5. Subject Expectation (State Goal 18) The student will understand social systems, with an emphasis on the United States.

Essential Learning 1 (Learning Standard A)	Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions
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| Critical Content | 18.A.4 | a. analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies <ul style="list-style-type: none"> • discover the ways rock music serves to express and influence American culture in the twentieth century |
| | 18.A.5 | b. compare ways in which social systems are affected by political, environmental, economic and technological changes <ul style="list-style-type: none"> • discuss the impact of technology on societal acceptance and access to rock music • explore ways the state of the economy served to dictate the shape of the American culture and |

presence of music through the latter half of the twentieth century

Essential Learning 2 (Learning Standard B)	Understand the roles and interactions of individuals and groups in society
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| Critical Content | 18.B.4 | a. analyze various forms of institutions (e.g., educational, military, charitable, governmental) <ul style="list-style-type: none">• discover the roles different institutions (educational, governmental, military, etc.) had on the development of rock music• understand the defining role rock music played in the development of institutional America |
| | 18.B.5 | b. use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience <ul style="list-style-type: none">• discuss the demand individuals and groups put on the rock & roll industry |

Essential Learning 3 (Learning Standard C)	Understand how social systems form and develop over time
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| Critical Content | 18.C.4a | a. analyze major cultural exchanges of the past (e.g., Columbian exchange, the Silk Road, the Crusades) |
| | 18.C.4b | b. analyze major contemporary cultural exchanges as influenced by worldwide communications <ul style="list-style-type: none">• explore the infiltration of American music into other areas of the world• analyze the different types of communication used to distribute American Rock music across the globe• discover the ways foreign interpretations of rock & roll were introduced into American culture (British Invasion, etc.)• discuss the role different forms of mass media had in the development and spread of rock music |
| | 18.C.5 | c. analyze how social scientists' interpretations of societies, cultures and institutions change over time |