Music Theory Curriculum

Grade 9-12: Unit 4
Rock and Roll
Course Description

The study of music theory is needed in part because it gives greater understanding to all music, past and present. This course, Music Theory, is an exploration about where the music in the Western tradition came from and how it has changed over the centuries from ancient times to the present. This course is focused on the musical works, styles, and genres, an ideas that has proven most influential, enduring, and significant. It also encompasses a wide range of music, from religious to secular, from serious to humorous, from art music to popular, and from Europe to the Americas. This course will bring several themes to the fore:

- the people who created, performed, heard, and paid for this music;
- the choices they made and why they made them;
- what they value most in the music;
- how those choices reflected both tradition and innovation.

Students will survey the continuum of musical history in Western Civilization starting from Antiquity, Medieval Time, Renaissance, than focusing on historical and cultural developments in each centuries: Seventeenth, Eighteenth, Nineteenth and Twentieth/Twenty-First. Main stylistic, cultural, political and historical trends of the period will be discussed to place musical events within their cultural and historical context. Although discussions of the pieces requires no knowledge of musical notation, all of the content is taught with an aural component with the aim to foster the development of aural skills that lead to an understanding of music.
### Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Renaissance</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The Baroque Period</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>The Romantic Period</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Rock and Roll</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</td>
</tr>
</tbody>
</table>
CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that
positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their
workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
**CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

Accommodate Based on Students individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Comprehension</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Precise step-by-step</td>
<td>• Use visual graphic</td>
</tr>
<tr>
<td>• Timeline with due dates for</td>
<td>• Repeat, clarify or reword</td>
<td>directions</td>
<td>organizers</td>
</tr>
<tr>
<td>reports and projects</td>
<td>directions</td>
<td>• Short manageable tasks</td>
<td>• Reference resources to</td>
</tr>
<tr>
<td>• Communication system</td>
<td>• Mini-breaks between tasks</td>
<td>• Brief and concrete</td>
<td>promote independence</td>
</tr>
<tr>
<td>between home and school</td>
<td>• Provide a warning for</td>
<td>directions</td>
<td>• Visual and verbal</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>transitions</td>
<td>• Provide immediate</td>
<td>reminders</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>feedback</td>
<td>• Graphic organizers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>structured routine</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Simple and clear</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td></td>
<td>• Read directions aloud</td>
<td>classroom rules</td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

- Listening Outlines
- Drag and Drop Items
- Multiple-Choice Items
- Timelines
- Maps
- Charts
- Graphic Organizers
- DBQ, Essays
- Oral Report
- Role Playing
- Multiple Response Strategies (Response Card, Whip-around, Think-Pair-Share, Table Talk, Quick Response, Oral/Choral Response, White Boards)
- Concept Mapping
- Short/Extended Constructed Response Items
- Quizzes
- Journal Entries/Reflections/Quick-Writes
- Accountable talk
- Projects
- Portfolios
- Observation
- Graphic Organizers/ Concept Mapping
- Presentations
- Homework
# Interdisciplinary Connections

**English Language Arts & History/Social Studies Grades 9-10 Common Core Standards Key Ideas and Details:**

RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones

**English Language Arts Standards**

**WHST.9 – 10.1 a-e: Write arguments focused on discipline-specific content.**

WHST.9-10.2 a-f: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**Production and Distribution of Writing:**

WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
| Grade: 9-12 | Unit: IV | Topic Description: Students will analyze the form, function, craftsmanship, and originality of representative works of jazz, rock, and music for stage, and examine the role that artists of the time had in affecting established or emergent forms of musical expression. Main stylistic, cultural, political and historical trends of the period will be discussed to place musical events within their cultural and historical context. All of the content is taught with an aural component with an expectation that students will aurally identify characteristics of the different musical genres and styles |

Music, New Jersey Core Curriculum Content Standards (NJCCCS):

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction of complex musical scores from diverse cultural contexts.
1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance.
1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.
1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3 Develop informed personal responses to an assortment of artworks using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical
1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| • Identify and analyze the main Rock and Roll genres/styles and their most influential artists. | ▪ What were the major sources of Rock and Roll?  
▪ What cultural traditions influenced rock and roll?  
▪ What are the sources and musical characteristics of each influence?  
▪ What were the historical conditions that produced rock and roll? | Rock and Roll: An American Story (RRAS), a free-of-charge curriculum geared toward middle and high school students  
http://teachrock.org/  
Rock Music Timeline, an online chronology or rock and roll history. Includes photos, important events in music history along with all the hit songs and albums in the first fifty years of rock music  
http://www.rockmusictimeline.com/  
Rock and Roll Hall of Fame  
http://www.rockhall.com/ | - Presentation: Find an example of a renowned rock and roll musician who is alive today. Write a two- to three-paragraph description of this musician's work and his uses of the elements of music that make it unique, interesting, and expressive. Play two audio samples for the rest of the class  
- Group project: Create an imaginary identity as a rock band member in the |
<table>
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<th>Resources</th>
<th>Sample Activities</th>
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</thead>
</table>
| Analyze the role of Rock and Roll in American society 1.2.12.A.1; 1.4.12.A.1 1.4.12.A.3 1.4.12.A.4 | ▪ How have recordings, TV, radio and the net influenced the popularity of Rock and Roll?  
▪ What are the main rock and roll genres?  
▪ Who are the most influential rock and roll artists?  
▪ What is specific about the use and manipulation of elements of music such as tone color, rhythm, form melody, and harmony that make rock and roll unique?  
▪ What was the impact of Rock and Roll in American society?  
▪ What type influence has rock roll had on current music.  
▪ How did Rock Roll assist in unifying a country? | **History of Rock**, an online history of Rock, from the 50s until 1963. Includes links to Real Audio File samples.  
**VH1 Behind the Music**, documentaries on key artists  
[http://www vh1.com](http://www.vh1.com)  
**The Guardian**, a playlist that covers sixty-three years of rock.  
**Rock and Roll Hall of Fame**, inductees  
[https://rockhall.com/inductees/](https://rockhall.com/inductees/)  
**Brainpop**, The Beatles  
[https://www.brainpop.com/artsandmusic/famousartistsandmusicians/thebeatles/](https://www.brainpop.com/artsandmusic/famousartistsandmusicians/thebeatles/)  
**Brainpop**, Elvis Presley  
[https://www.brainpop.com/artsandmusic](https://www.brainpop.com/artsandmusic) | early 1970s and keep a diary of “gigs” you play in a one-week period. Address social, political, cultural and economic conditions and describe the music your band plays. Describe audience’s reaction to your music  
- Compare and contrast beginnings of jazz and beginning of rock and roll periods in each of the following areas: Economic conditions, Social life, Education, Costumes, and Music  
- Journal: Write a journal entry from the perspective of being a member of the audience in a Beatles concert in the 70s.  
- Create a timeline |
<table>
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<tbody>
<tr>
<td>• Investigate the impact rock in roll had on segregation.</td>
<td>• What was Rock and Rolls affect on pop music?</td>
<td><a href="http://teachrock.org/curriculum/">c/famousartistsandmusicians/elvispresley/</a> <a href="http://iml.jou.ufl.edu/projects/Fall08/StewartA/influence.html">http://iml.jou.ufl.edu/projects/Fall08/StewartA/influence.html</a></td>
<td>specifically focused on your chosen rock genre. Determine the range of years that are important to the development of the genre and include photos, important events and hit songs</td>
</tr>
<tr>
<td>• Evaluate rock and rolls impact on Pop music.</td>
<td>• How did companies contributed to the rise of Rock and roll?</td>
<td></td>
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<tr>
<td>• Analyze the companies that played a roll in making rock and roll a sensation.</td>
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<td></td>
<td>- Fictional Interview. Pick a musician who is known for playing in a particular style and write a fictional interview as if the interview would be published in a magazine like Rolling Stone. Come up with questions that a journalist would ask the musician and, based on research make up answers that you believe the musician might say</td>
</tr>
</tbody>
</table>
### Suggested Textbook and Multimedia CDs

#### Unit V, Vocabulary

<table>
<thead>
<tr>
<th>Jazz</th>
<th>Blues</th>
<th>Front line</th>
<th>Dixieland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call and response</td>
<td>12-bar blues</td>
<td>Break</td>
<td>Swing</td>
</tr>
<tr>
<td>Rhythm section</td>
<td>Subdominant</td>
<td>Tag</td>
<td>Swing band</td>
</tr>
<tr>
<td>Bar</td>
<td></td>
<td>Scat singing</td>
<td>Riff</td>
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<td></td>
<td></td>
<td></td>
<td>Bebop</td>
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<td></td>
<td></td>
<td></td>
<td>Musicial</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Rock</td>
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</tbody>
</table>
## Rubric(s)

### Rubric for concert critique

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Refers to <strong>three or more</strong> musical elements with accurate, descriptive and supportive evidence along with relevant connections to the musical excerpt(s)</td>
</tr>
</tbody>
</table>
| 80-89   | Refers to **at least three** musical elements with **somewhat** accurate, descriptive and supportive evidence along with generally relevant connections to the musical excerpt(s)  
OR  
Refers to **at least three** musical elements, **one with** accurate, descriptive and supportive evidence along with relevant connections to the musical excerpt(s) and **the other(s) without** descriptive or supportive evidence or relevant connections to the musical excerpt(s) |
| 70-79   | Refers to **at least two** musical elements with **somewhat** accurate, descriptive and supportive evidence along with generally relevant connections to the musical excerpt(s)  
OR  
Refers to **at least two** musical elements, **one with** accurate, descriptive and supportive evidence along with relevant connections to the musical excerpt(s) and **the other(s) without** descriptive or supportive evidence or relevant connections to the musical excerpt(s) |
| 60-69   | Refers to **only one** musical element **without** descriptive or supportive evidence or relevant connections to the musical excerpt(s) |
| Below 60| Response is illegible  
OR  
Response doesn’t meet any of the above criteria  
OR  
Response is inappropriate to topic  
OR  
No response |
Field Trip Ideas

Following are some of the suggested venues in the area:

- Jazz at Lincoln Center, The Shops at Columbus Circle, New York, NY
- Shea Center for Performing Arts, William Paterson University, 300 Pompton Rd., Wayne, NJ
- Peak Performances at Montclair State University, One Normal Avenue, Montclair, NJ