History of Rock "201" / "AP" History of Rock

Students are welcome to repeat the class if they enjoyed their initial experience and/or are trying to earn credit they failed to receive in their initial attempt. With that in mind, please note you can not earn elective credit for a repeated class at CHS.

For those students who earned a letter grade of "B" or better in their first attempt in the class, however, there is an option to earn advanced credit. Students wishing to do so will meet with the instructor in the first week of the course and go over the requirements for doing so, which will include extra reading, supplemental assignments, and independent project study.

The following is a list of those "extra" pieces that will serve as the basis for the students' advanced credit in the course.

READING:

In the regular History of Rock course, students read selected pieces from the class text, Turning Points in Rock and Roll, by Hank Bordowitz, but more than half of the book goes unread due to time constraints. Some of those unread pieces will be read independently by students and discussed with the instructor on a weekly/regular schedule, typically at the start of the listening lab time for about 10 minutes.

To start with, CHOOSE 6 OF 12 chapters below that you'd like to read this semester; include some rough due dates for yourself (1st week of March …)

1. Introduction: Rock and the Voice of the Post-1950 Youth   DUE DATE: _____
2. Chapter 1: 1877-1977 Edison Invents the Phonograph   DUE DATE: _____
3. Chapter 2: 1936-1937 Robert Johnson   DUE DATE: _____
4. Chapter 3: 1946-1955 Les Paul Invents the Electric Guitar   DUE DATE: _____
5. Chapter 4: 1952 American Bandstand   DUE DATE: _____
6. Chapter 5: 1953 Elvis Presley   DUE DATE: _____
7. Chapter 7: 1954 The Movie "Blackboard Jungle"   DUE DATE: _____
8. Chapter 8: 1955-1982 Transistor Radio to Compact Disc   DUE DATE: _____
9. Chapter 9: 1955 Chuck Berry Records "Maybellene"   DUE DATE: _____
10. Chapter 11: 1963 Beatlemania   DUE DATE: _____
11. Chapter 18: 1985 Live Aide   DUE DATE: _____
12. Chapter 20:1995 MP3, Napster, and the End of the World as We Know It   DUE DATE: _____

Our standard assignment for each of the readings is to write 3-5 discussion questions for the group discussion we will hold on the reading. The bulk of the questions should be "color" or level 2-3 questions.

PROJECT STUDY:

While the rest of the class learns the basics of rock history, the "repeat" students are committed to developing a series of three independent study projects they will complete at staggered intervals throughout the semester. All of the projects are based on personal choice.

1. *One project will be focused on a rock history genre of your choice*
2. *One project will be focused on a rock history biography of a group or person of your choice*
3. *One project will be based on a theme/topic in rock history that you choose to study*

Project Products:

Each of the major projects you complete in this class will consist of some sort of a product that will be submitted as evidence of your work and learning. The choice of "product" for your genre, biography, and theme project is yours from the list below:

- Video "rockumentary"
- Prezi (online slide show: http://prezi.com/)
- Macromedia Dreamweaver MX or Publisher or free web website
- Publisher brochure or newsletter
- Develop your own idea and get it approved

Genre Project:

Select a genre/sub genre from rock history that interests you and research everything you possibly can about that topic. Be sure to include the following:

- Genre Description
    - How would you describe this genre? Based on our class study, what is its lineage?
- Historical/Social Context of the Genre
    - What key big picture historical events or context helped to mold and/or create this genre? What was going on in the United States and the world that served as the backdrop for this genre and its emergence?
    - What were the key events or happenings in areas such as politics, economy, society, religion, art, technology, or intellect that drove the genre or the work of key artists from within it?
- 5 Key Artists
    - Who are, in your informed opinion, the top five artists that represent this genre? You must support your evaluation with factual data and analysis. Include a discography for each one.
- Bibliography/Works Cited
    - Where did you get your information? Be sure to Include a variety of sources: Internet, books, magazine articles, class reader, etc.

Biography Project:

Select an artist or personality from rock history that interests you and research everything you possibly can about that person. Be sure to include the following:

- Biographical Sketch
    - What's the artist's story from early life through to the present/their death? What sort of key personal experiences molded the person into the artist they are today/were?   *Take into account historical and social events going on around that person that may have impacted them.*
- Influences
    - Who, according to the artist, were the key influences that molded them musically? Consider both artists and genres that made them who they musically are. Are there influences that aren't mentioned in your research that you detect in their work?
- Discography
    - What are, in your informed opinion, the 5 key songs, recordings, and/or albums that define this artist? Feel free to include also key performances (a famous concert, perhaps) that define. *Besides just listing these off, you must support your choices with an evaluation and analysis of your selection.*
- Bibliography/Works Cited
    - Where did you get your information? Be sure to Include a variety of sources: Internet, books, magazine articles, class reader, etc.

Theme/Topic Project:

Select a theme or topic in rock from the list below that interests you and research everything you possibly can about it.

- Commercialism in music
- Environmentalism in music
- Social protest in music
- Politics in music
- Civil rights in music
- Gender issues and equality in music
- "Mystery and mischief" in music
- Technology in music
- Demographic trends and movements in music
- One hit wonders in music

- Television in music
- Famous venues in music
- Tragedies in music
- Virtuosos in music
- Fans/groupies in music
- Famous/notorious boyfriends/girlfriends in music
- The effects, consequences, and role of drugs and alcohol on music and musicians
- Choose your own topic/theme and get it approved

SEMESTER FINAL:

For your "final" for this class, you will take what you've learned and create a physical product that will either be presented, displayed, or performed in class. It's based on the work you've done the entire semester (and possibly from the previous semester's work). Make your choice from the list below:

- Develop a board game around a rock history genre or person/group of your choice. You can adapt a well-known board game like Trivial Pursuit, Life, Clue, Pictionary, etc. or create one from scratch
- Design a series of comic strips depicting a major event or the life of a person or genre.
- Construct a diorama of a scene or key event from rock history.
- Draw or paint a mural or create a sculpture to depict a scene, concept, person/group, or idea from rock history.
- Create a photo essay of a genre or person/group in rock history. Take and/or collect pictures that represent the events, people, mood, etc. of the project focus. Include a written description of who or what each picture represents. Use either captions or a short expository piece at the end.
- Make a pictorial timeline of key events in a genre or person's life.
- Make a scrapbook for the person/group and/or genre you choose. Include artifacts and explain in caption form why you included each.
- Prepare interview questions for a rock history character. Dress up as that person and have someone ask you those questions in a class performance as if YOU were that historical person.
- Learn 2-3 songs from the artist or genre and perform them on your instrument of choice, unplugged style, for the class. Explain why you chose these songs above all others AND how they represent the artist.
- Impersonate a character from rock history. Dress up as the person and tell their story in a dramatic performance.
- Write a radio drama of an event in rock history and either record it or perform it for class.
- Create a ballad or song telling of an historical event, person/group, or genre from rock history. Write your own lyrics and music or adapt words to the melody of a well-known tune.
- Create a visual display that compares and/or represents the technology and/or instruments of the genre or person/group you are studying.
- Make a poster size report card for an important historical figure or band from rock history. Include grades for things like behavior, citizenship, "smarts", cooperative learning, and other areas you see appropriate. Support your observations for each grade you give with analytical comments in each category.
- Develop your own idea and get it approved.

ASSESSMENT:

The bulk of your grade in this course will come from your work on these projects. A rubric with specific grading criteria is attached on the following page. Your key to success on these projects is to follow the rubric as you work on the projects … not after the fact. There is no reason why you can't be successful on these projects if you follow the rubric, work hard, and make use of conferences with the instructor.

History of Rock Project Rubric

Project Topic (Genre / Biography / Theme / Final) Name: _____

Score/Grade: _____   Comments: _____

_____

_____

_____

CATEGORY	Excellent / "A"	Good / "B"	Satisfactory / "C"	Poor / "D-F"
Ideas/ Content	• Maintains consistent focus on the topic and has ample supporting details. • High level of analysis with mature interpretation of the content demonstrated. • Excellent Genre: description, historical/social context, 5 key artists • Excellent Biography: life sketch + historical/social context, influences, discography	• Maintains good focus on the topic and has good amount of supporting details. • Good level of analysis of the content, though a few interpretive gaps may exist. • Good Genre: description, historical/social context, 5 key artists • Good Biography: life sketch + historical/social context, influences, discography	• Demonstrates an adequate yet sometimes inconsistent focus; includes some supporting details, but may include extraneous or loosely related material. • Some level of analysis of the content, though many interpretive gaps exist. • Satisfactory Genre: description, historical/social context, 5 key artists • Satisfactory Biography: life sketch + historical/social context, influences, discography	• Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the project. • Little if any analysis of the content demonstrated. Information is simply listed off or cut and pasted from a secondary source. • Poor Genre: description, historical/social context, 5 key artists • Poor Biography: life sketch + historical/social context, influences, discography
Organization	• Excellent organization • Compelling sense of order with a clear beginning, middle, and end: conveys a sense of completeness and wholeness • Provides excellent transitions in an attempt to connect ideas • Neatly organized and presented • Consistently follows the rules of standard English for usage: spelling, punctuation, grammar, etc.	• Good organization • Good sense of order with a clear beginning, middle, and end; conveys a sense of wholeness and completeness, although same lapses occur. • Good, neat organization and presentation • Generally follows the rules of standard English for usage: spelling, punctuation, grammar, etc.	• Basic attempt at organization • Developing sense of order with a mostly clear beginning, middle, and end; some sense of wholeness and completeness, although many lapses occur. • Overall neatness, organization, and presentation of project is marginal. • Attempts to follow the rules of standard English for usage; many errors in spelling, punctuation, grammar, etc.	• Little attempt or poor effort at organization • No sense of order with no clear beginning, middle, and end: little if any sense of wholeness or completeness. • Content included does is not thoughtfully ordered; neatness is lacking; presentation is poor. • Fails to follow the rules of standard English for usage; final product obscured and inhibited by errors in spelling, punctuation, grammar, etc.
Research	• Excellent evidence of critical interpretation of research. • Strong evidence of research apparent in all aspects of the work. • Correctly formatted bibliography or works cited; few if any errors. • Excellent variety and depth of resources: at least ten sources and 4 different types of resources.	• Good evidence of critical interpretation of research. • Good evidence of research apparent in all aspects of the work. • Mostly correct formatting of bibliography or works cited. • Good variety and depth of resources: at least 6 sources and 3 different types of resources.	• Some evidence of research apparent in all aspects of the work. • Bibliography or works cited present, but little understanding of correct formatting demonstrated: no alpha order, spacing, punctuation, etc. • Some variety and depth of resources: at least 4 sources and 2 different types of resources.	• Little or no evidence of research apparent in all aspects of the work. • Bibliography or works cited not present or complete lack of understanding of formatting demonstrated: no alpha order, spacing, punctuation, etc. • Little if any variety and depth of resources: less than 4 sources and/or 2 different types of resources.
Effort	• Final product reflects extra attention to detail, guidelines, and overall assignment specs. • Clear and compelling evidence of learning. • Student has gone above and beyond basic expectations. • Excellent use of class time provided to complete work. • May I keep this as an example?	• Final product reflects good attention to detail, guidelines, and overall assignment specs. • Good evidence of learning. • Student has met the minimum requirements for the assignment; in some cases they have perhaps gone beyond the basic requirements. • Good use of class time provided to complete work. • May I keep this as an example?	• Final product reflects some attention to detail, guidelines, and overall assignment specs. • Some evidence of learning. • Student has met most of the bare minimum requirements for the assignment, but some discrepancies noted. • More focus needed when class time given to work on projects. • May I keep this as an example?	• Final product reflects virtually no attention to detail, guidelines, and overall assignment specs. • Little if any evidence of learning. • Student has not successfully met most or all of the assignment requirements. • Poor use of class time provided to complete work; more focus needed. • Schedule a conference with me. • May I keep this as an example?