

Planned Course: Rockin' Out	Course Number: 828	Department: Music	
Unit: Rock N Roll – 1950's	Grade Level: 9-12	Date Approved: 08/08/2011	
Estimated Time: 3 weeks	Level/Track: Elective		
PA Academic Standards	▶Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>PA Standards for Reading, Writing, Speaking and Listening</p> <p>1.3.11.D Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices in various genres.</p> <p>1.5.11.F Use grade appropriate conventions of language when writing and editing.</p> <p>1.6.11.A Listen critically and respond to others in small and large group situations.</p> <p>1.8.11.A Formulate a clear research question and design a methodology for gathering and evaluating information on the chosen topic.</p> <p>1.8.11.B Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies.</p>	<p>How do you analyze various musical styles?</p> <p>How would you differentiate between musical styles?</p> <p>How would you evaluate musical performances?</p> <p>In what ways were the music and images of Rock N Roll performers rebellious for their time?</p> <p>What is Overdubbing?</p> <p>Who was Les Paul? What is he known for?</p> <p>What is Stop time?</p> <p>Why are the following people important to the development of Rock N Roll? Chuck Berry, Eddie Cochran, Fats Domino, Everly Brothers, Bill Haley, Buddy Holly, Jerry Lee Lewis, Little Richard, Roy Orbison, Carl Perkins, Sam Phillips, Elvis Presley, Joe Turner</p>	<p>-Discussion -Listening -Lecture -Group Project</p>	<p>-Test/quiz -Class participation -Teacher observation -Project evaluation</p>
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<p>PA Academic Standards for Arts and Humanities</p> <p>9.2.12 Historical and Cultural Contexts</p> <p>A. Explain the historical, cultural and social context of an individual work in the arts.</p> <p>B. Relate works in the arts chronologically to historical events.</p> <p>C. Relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p>F. Know and apply appropriate vocabulary used between social</p>			
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<p>studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographic regions.</p> <p>I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.</p> <p>9.3.12 Critical Response</p> <p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>B. Determine and apply criteria to a person's work and works of others in the arts.</p> <p>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p> <p>E. Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <p>F. Analyze the processes of</p>			
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<p>criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p>G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p>9.4.12 Aesthetic Response</p> <p>A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.</p> <p>B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.</p> <p>C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p> <p>D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>			
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