





**Board/Authority Authorized Course:
History of Rock and Roll**

Developed by: Bryan Ardiel (PSO) / Christopher Parker (SD No. 61)	Date Developed: Nov. 2018
School Name: Peter Skene Ogden Secondary	Principal's Name: Geoff Butcher
Superintendent Approval Date (for School Districts only): April 26, 2022	Superintendent Signature (for School Districts only): Chris van der Mark 
Board/Authority Approval Date: April 26, 2022	Board/Authority Chair Signature: Ciel Patenaude 
School District/Independent School Authority Name: School District No. 27	School District/Independent School Authority Number: 27
Course Name: History of Rock and Roll	Grade Level of Course: 12
Number of Course Credits: 4 per semester	Number of Hours of Instruction: 120 hours per semester

Special Training, Facilities or Equipment Required:

Standard school learning space, access to projector and speakers.

Course Synopsis:

History of Rock and Roll 12 is a course that will provide students an opportunity to learn about and appreciate an important genre of contemporary music, rock and roll, and to be able to place rock music into a cultural, social, political and historical context. The course will cover several styles and trends in rock, and through these trends, the course will examine the impact on society not only in North America, but on a global scale. In addition, students, will discover the correlation between rock's roots and history and the popular music of today-a thread of influence that runs from Elvis to Justin Bieber. History of Rock and Roll 12 will begin by examining rock's blues, soul, country and gospel roots, the 'Big Bang' of the 1950's and the corporate, social and political backlash against it, and will examine perhaps the most important era in popular music-the 1960's-a volatile era of social and political change. The course will cover styles as varied as heavy metal, disco, and grunge, and their impact on a global scale. The course will look at the 1980's and the advent of the music video era and its positive and negative impact on the music industry, and will conclude with student-generated and presented units on more recent trends such as rap and hip-hop, alternative, and rock in the 21st Century.

Students are exposed to some form of rock and roll on a regular, if not, daily basis, but this course will enhance both their appreciation and their ability to listen and discuss critically the music in a historical context and also understand the running thread between rock's history and the popular music of today.

Goals and Rationale:

This course was developed to encourage students to explore rock music and the impact it has had on society. Through this course, students will learn how past generations of young people expressed themselves through music, how this music was not only a reflection of society, but also how it influenced the politics of a generation and therefore the political landscape on a global scale. Students will be encouraged to relate this to their own experiences and will appreciate and understand the history of rock music and how it has changed the world.

Aboriginal Worldviews and Perspectives:

- **The Power of Story** - allowing and giving students opportunities to apply and demonstrate the skills associated with oral storytelling and the use of metaphor
- **Experiential Learning** - embrace learner-centered practice and interact with students to ascertain their strengths and preferences when it comes to learning experiences
- Learning is embedded in memory, history, and story
- Learning requires exploration of one's identity
- Learning recognizes the role of indigenous knowledge

BIG IDEAS

Music influences important historical events and social and cultural movements and how history influences music

Music is an industry that can conflict with the idea of personal and social expression

Music can change/influence people’s attitudes and beliefs regarding society

Music can be used as a lens to explore common social issues in society

Music can increase and influence a person’s awareness of their personal and cultural identity

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> - Use historic inquiry processes and skills to: ask questions; gather, interpret, and analyze data and ideas from a variety of sources; and communicate findings and decisions - Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group - Analyze, critique, assess how music is reflected through history - Analyze, critique and assess how music influences historical events of each decade - examine the social and cultural factors that synthesized to create a new form of music in each decade (1950s-present day) - Assess how music has been a vehicle of expression by those who have been discriminated against (e.g. African -Americans, Indigenous Peoples of the World) - Explain how musicians use their craft as a means of social commentary 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> - Factors that explain the explosion of a genre in a decade - refer to elaboration (e.g. Rock and Roll in 1950s) - The significant historical events that coincide with major artists and genres - Significant role played by technology and musical instruments of a musical genre - Indigenous Artists and their impact on the musical genre - The important role of women in the development of a musical genre - how music affects a student’s individuality and views of the world/society

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| - Assess and interpret how music affects individuality through an inquiry based/individualized based project | |
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Curricular Competencies – Elaborations

Historical inquiry process: process used by leading historical questions, analysing primary and secondary sources, and citing historical evidence

Social commentary: artists commenting on issues currently facing society through their music

Content – Elaborations

Indigenous Artists e.g Jimi Hendrix, Robbie Robertson, Link Wray, Buffy Sainte-Marie

Factors that contribute to the explosion of a genre in a decade: social, economic and cultural factors that shape that particular decade (e.g. 1970s - development of punk due to the economic depression and feeling of displacement and apathy in Britain)

Student's individuality and views of the world/society - students will explore their own individual tastes and preferences in music and explore an artist through a personalized/inquiry based project - students then deliver this information to their fellow students

Role of Women - in a male-dominated industry, how women broke through long-established barriers, with empowered women being feminine but also strong figures and how they are important role models for young women

Recommended Instructional Components:

Unit	Title	Discussion Topics
1	Foundations of Rock & the 'Big Bang'	<ul style="list-style-type: none"> - Social and Cultural factors that created Rock & Roll - Rise of original icons of 1950s rock - Elvis, Chuck Berry etc. - Rise of 'the teenager' as a powerful demographic - Rock & Roll as an expression of rebellion
2	Teen Idols, Doo-Wop, and Motown	<ul style="list-style-type: none"> - Rise of the music industry and how it 'created' artists - Influence of Motown and the voice it gave African- American musicians - Change in music style to a softer melodic tone
3	The rise of the songwriter, Beach Music, Bob Dylan, the Beatles & the British Invasion	<ul style="list-style-type: none"> - Influence of Beach Music - Importance of lyrics and themes of songs (social commentary) - Impact of 'British Invasion'
4	America's Response to Britain, and Psychedelia to Woodstock	<ul style="list-style-type: none"> - America's response to British Invasion - The influence of music, and substance use/abuse on the Psychedelic Era - Woodstock as a social and cultural phenomenon
5	Hard Rock, Early Heavy Metal, and Glam Rock of the 1970's	<ul style="list-style-type: none"> - Change from 'Idealism of 1960s' to the 'Excess of the 1970s' - Heavy Instrumentation and Theatrics during the 1970's genre
6	Punk, New Wave, MTV and the explosion of music videos	<ul style="list-style-type: none"> - Punk Music: Social Disintegration in Britain - MTV: Birth of Music Video
7	Disco and the Emergence of Women in Rock	<ul style="list-style-type: none"> - Studio 54 - Substance Abuse - Role of Powerful Women in Music <ul style="list-style-type: none"> - e.g. Aretha Franklin, Donna Summer, Blondie, Pat Benatar, Janis Joplin
8	Hard Rock Resurfaces, Hair Metal, and Grunge	<ul style="list-style-type: none"> - Rebirth of Hard Rock: Impact of Major Artists - Grunge and the Seattle Scene
9	Rock Cares: Charities and Causes (Live Aid, Concert for New York, etc.)	<ul style="list-style-type: none"> - Influence of Music and the Birth of Charities to Change the World - Live Aid, Farm Aid, The Concert for New York

10	Canada's Role in Rock and the role of North America's Indigenous Rock Musicians	<ul style="list-style-type: none"> - Impact of Canadian Artists - Role of Indigenous Musicians and how Indigenous issues have impacted the Rock Music World
11	Rap, Hip-Hop, Alternative, and Rock into the 21st Century	<ul style="list-style-type: none"> - Individualized Inquiry Project by students delivered as instruction to the class

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Students will be evaluated by a variety of means, including self and peer assessment, written assignments and quizzes, oral/listening assignments, an inquiry based learning project, and as a final component, a digital portfolio on a/an artist(s) or genre(s) of their choosing.

Potential Course Breakdown

Discussion and Participation Groups	30%
Assignments	30%
Tests (written in groups)	20%
Final Project (Individualized inquiry-based learning project)	20%

Learning Resources:

- Katherine Charleton, *Rock Music Styles: A History*, 4th edition McGraw-Hill Publishing
- Anthony DeCurtis, *The Rolling Stone Illustrated History of Rock & Roll: The Definitive History of the Most Important Artists and Their Music*. 3rd edition. New York: Random House
- David P. Szatmary, *Rockin' in Time*. 6th edition. Prentice Hall
- David Brackett, ed., *The Pop, Rock, and Soul Reader: Histories and Debates*, Oxford University Press
- various online websites and articles
- various YouTube clips (performances, interviews, documentaries)
- Clips from the following films may be used:
 Films: *The Wild One*, *Blackboard Jungle*, *The Girl Can't Help It*, *Jailhouse Rock*, *The Buddy Holly Story*, *American Graffiti*, *A Hard Day's Night*
- Songs from the following albums may be used:
Elvis Presley, *The Freewheelin' Bob Dylan*, *The Times They Are a' Changin'*, *Pet Sounds*, *Please Please Me*, *Revolver*, *Sgt. Pepper's Lonely Hearts Club Band*, *Who's Next*, *The Doors*, *Are You Experienced*, *Disraeli Gears*, *Led Zeppelin*, *Led Zeppelin II*, *Led Zeppelin IV*, *Paranoid*, *The Wall*, *The Dark Side of the Moon*, *Born to Run*, *A Night at the Opera*, *London Calling*, *Thriller*, *Synchronicity*, *Eliminator*, *Saturday Night Fever*, *Back in Black*, *Van Halen*, *British Steel*, *The Number of the Beast*, *Metallica*, *Nevermind*, *American Woman*, *Harvest*, *Reckless*