**HAZELWOOD SCHOOL DISTRICT**

**POPULAR MUSIC IN AMERICAN HISTORY SYLLABUS**

**Fall/Spring 2020-2021**

**B Days 12:45 PM to 2:15 PM**

**Room E-102**

**Instructor: Mrs. Jacqueline Hooker**

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**(314)953-5600 ext. 35645**

**Course Description:**

This course will help students understand American History through their knowledge of song and help them understand American song through their knowledge of history.  Popular songs not only reflect moments in social, political, and military history, but at times help to shape those moments.  This course will show the lyrical link between American historical events and the music they inspired.

**Approved Course Materials and Resources:**

POPULAR MUSIC IN AMERICAN HISTORY

William Reid, Jr.

J. Weston Walch Publishing

Supplemental Materials:

HISTORY OF ROCK MUSIC

Richard T. Dasher

J. Weston Walch Publishing

Variety of musical recordings

\*Instructional videos limited to no more than six hours each semester

**Course Expectations:**

* Students will listen to, analyze, and describe music and musical performance as it relates to popular music in American History.
* Students will describe the relationship between American history, the other arts, and pop music.
* Students will describe similarities and differences of how popular music is affected by society, culture and technology during various historical periods.
* Read one related book or 100 pages of technical reading

**Sample Course Activities/Projects/Assessments:**

* Maintain a musical notebook
* Critique Musical Performances and Compositions
* Application of music terms, vocabulary
* Graphic Organizers: History Memory Bubbles, First Impressions Chart, Inquiry Chart, Concept/Definition Mapping, Analogy Chart
* Cooperative Learning Activities
* Presentations

**Course Outline:**

**UNIT 1: What is Popular Music?**

1.  Students will maintain a musical notebook, "notes on notes", as they explore the following:

* Pop Lyrics
* Pop Melodies
* Pop Rhythm
* Pop Composer
* Pop Performers
* Pop Publishers

2.  Student learning activities will include

* Sing Along
* Listen Along
* Hum Along
* Think Along
* Writing Simple Songs
* Applause Activity

3.  Students will conduct a survey to discover people's favorite songs and the year they were popular.

4.  Students will listen to recordings of various genres of musical styles and kinds of popular music and be able to describe its relationship to history and to culture.

5.  Students will complete an Inquiry Chart for a selected genre of music.

6.  Students will compare and contrast, through listening and written exercises, various American pop composers and styles.

**UNIT 2: Impact of American History on Popular Music**

1.  Students will select major events of each decade and identify the music that reflects those events.

2.  Students will work in groups and use cooperative learning structures to complete a variety of learning activities to help them identify prominent individuals who were influential in American history.

3.  Students will work in groups or pairs to compare characteristics of two or more arts (visual, dance, drama, music, etc.) within a specific historical period and show the relationship of the characteristics to the events of that period.

**UNIT 3: Effect of Society, Culture, and Technology on Popular Music**

1.  Students will trace by century and decade the development of popular music from rock-and-roll until the present and record double-column notes in their musical notebook.

* 1500's -- Indian songs
* 1600's -- Colonization and Settlement
* 1700's -- Revolutionary America
* 1800's -- Territorial and Economic Expansion
* 1860's -- The Civil War
* 1870's & 1880's -- Industrialization and Urbanization
* 1890's -- Expansion in Business and International Affairs
* 1900's -- World War I
* 1920's -- The Roaring Twenties
* 1920' - 1930's -- The Depression
* 1940's -- World War II
* 1950's -- The Cold War
* 1950's - 1960's -- The Civil-Right Movement, The Vietnam War
* 1970's -- Recession and Decentralization
* 1980's -- Toward a New World Order
* 1990's -- The Nineties
* 2000's -- 2000 and Beyond

2.  Students will determine how the society, culture, and technology of the individual decades have influenced popular music by completing a variety of learning activities.

3.  Students will pick the top ten pop tunes/performers of the current decade and relate the style and theme to a significant political event, technological development, or societal change.

**Course Curriculum Map**

|  |  |  |
| --- | --- | --- |
| **Unit 1**  **What is Popular Music?**  **10 days** | **Unit 2**  **Impact of American History on Popular Music**  **15 days** | **Unit 3**  **Effect of Society, Culture, and Technology on Popular Music**  **20 days** |

**Lesson Protocol:**

* Warm up
* Teacher Input
  + Check for understanding
* Teacher Models techniques
  + Check for understanding
* Guided Practice: Students apply techniques with guidance
  + Check for understanding
* Group Practice: Students perform under direction of the instructor
* Closing Activity: put materials away

**Course Power Vocabulary:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 1 Vocabulary** |  | **Unit 2**  **Vocabulary** | | **Unit 3 Vocabulary** |
|  |  |  |  |  |
| ballad |  | answer song |  | acoustic |
| barbershop quartet |  | ASCAP |  | amplification |
| blues |  | ballad |  | arrangement |
| composer |  | broadside ballad |  | beat box |
| crooner |  | campaign song |  | bridge |
| disc jockey |  | civil rights |  | chorus |
| disco |  | country western |  | digital |
| folk song |  | cross-over |  | hip-hop |
| instrumental |  | folk music |  | instrumentation |
| lyrics |  | gospel |  | interpretation |
| melody |  | industrialization |  | intro |
| musician |  | jazz |  | keyboards |
| performer |  | prohibition |  | MIDI |
| popular music |  | ragtime |  | Motown |
| rhythm |  | rap music |  | orchestration |
| spiritual |  | rhythm and blues |  | outro |
| Tin Pan Alley |  | roaring twenties |  | performance |
| vaudeville |  | rock and roll |  | tag |
| vocal |  | swing |  | theme |
| waltz |  | urbanization |  | verse |
|  |  |  |  |  |
|  |  |  |  |  |
| **Grading Sequence:**  100-90 A  89-80 B  79-70 C  69-60 D  59-0 F |  |  |  |  |
| **Suggested Dates** |  | **Suggested Dates** |  | **Suggested Dates** |
| Common Assess #1 |  | Common Assess #2 |  | Common Assess #3 |
|  |  |  |  |  |
| 1st Quarter (Mid-Term) |  | 1st Quarter (End Term) |  | 2nd Quarter (Mid-Term) |
|  |  |  |  |  |
| 3rd Quarter (Mid-Term) |  | 3rd Quarter (End Term) |  | 4th Quarter (Mid-Term) |