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| #6 Listen, analyze and describe music | Students will:  
- analyze aural examples of varied repertoire of American popular music styles including: minstrelsy, ragtime, blues, jazz, musical theatre and contemporary styles  
- recognize through stylistic and historical considerations music representing various genres and periods of American music  
- describe, using musical terms, the uses of elements of music and expressive devices in the musical examples studied  
- Compare and contrast various styles and genres of American popular music using musical terms  
- build an expanded glossary of musical terms including dynamics, tempo, articulation marking, notational symbols, and musical forms.  
- develop a list of representative composers, compositions and stylistic characteristics for each historical period.  
- Analyze the following forms: blues, AABA (song form), march form | Instructor will:  
- Maintain a word wall, adding new terms each week  
- Listen to and discuss various examples of American popular music, identifying characteristic elements such as: form, instrumentation, stylistic influences and historical perspectives  
- Compare Ragtime music with March music, identifying the similarities and differences in form and style  
- Listen to, discuss and analyze the Blues form. Students will create a blues song by creating lyrics and chord changes in a given key  
- Identify and explain compositional devices that are used to provide unity and variety, and tension and release in major works.  
- Give examples of works that make similar use of these devices and techniques.  
- Describe the influence of electric instruments on pop music  
- Through musical examples, text, video and recorded media explore by genre and style (and if applicable, by historical period, composer and title) a varied body of exemplary musical works which define American popular music and explain the characteristics that cause each work to be considered exemplary. | Students will:  
- maintain a log/notebook of all musical examples studied which will include, title, composer, stylistic period and characteristics  
- maintain within their notebook a glossary of terms for use in describing music studied  
- demonstrate through quizzes, tests, projects and classroom discussion an understanding of the stylistic and historical considerations of the various genres and periods of American popular music  
- research and develop a long term project describing in depth one musician, composer, stylistic period or genre, or representative work | 

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Newport Public Schools
Curriculum Framework

**Subject:** History of American Pop Music

**Grade Level:** 10-12

**Standard**

- #6 Listen, analyze and describe music

**Benchmarks**

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  - Analyze the following forms: blues, AABA (song form), march form

**Suggested Resources/Instructional Strategies**

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  - Through musical examples, text, video and recorded media explore by genre and style (and if applicable, by historical period, composer and title) a varied body of exemplary musical works which define American popular music and explain the characteristics that cause each work to be considered exemplary.

**Assessments Student Work**

- Students will:
  - maintain a log/notebook of all musical examples studied which will include, title, composer, stylistic period and characteristics
  - maintain within their notebook a glossary of terms for use in describing music studied
  - demonstrate through quizzes, tests, projects and classroom discussion an understanding of the stylistic and historical considerations of the various genres and periods of American popular music
  - research and develop a long term project describing in depth one musician, composer, stylistic period or genre, or representative work
### Subject: History of American Popular Music

**Grade Level:** 10-12

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| #7. Evaluate music and music performance | Students will:  
   - develop criteria for making informed, critical evaluations of the quality and effectiveness of performances  
   - evaluate a performance, composition, arrangement, or improvisation by comparing it to similar works.  
   - develop genre-specific criteria to use with standard instrumental and vocal forms. (ex. ragtime/piano; march/brass band; minstrelsy/tambo and bones; rock/electric guitar)  
   - use the following criteria to evaluate vocal/instrumental performance according to stylistic period and genre: intonation, voice/instrumental quality, vowel clarity, diction, breathing, phrasing, articulation, attention to diacritical marking, and stylistic gestures.  
   - understand the roles of musicians/artists in society.  
   - explore careers in music | Instructor will:  
   - explore styles and periods of American popular music through use of text, videos and other recorded media  
   - use text and related materials to compare and contrast various musical performances and/or compositions  
   - create experiences that will encourage students to develop their own criteria for evaluating music and performances  
   - develop a menu for students to develop their own criteria through class discussion, evaluation of recorded media and related materials (magazines, internet, etc.)  
   - bring in guest lecturers for in-depth experiences in various genres, styles, historical perspectives and career choices | Students will:  
   - evaluate performances and compositions using student developed criteria  
   - list features that distinguish a "superior" performance from an "average" performance.  
   - Evaluate music and defend their choices using valid criteria  
   - utilize information to write reviews or critiques of "live" or televised concerts or commercially available recordings.  
   - review musical selections demonstrating an awareness of the composition's expressiveness and of the structural elements of music that contributed to that expression.  

The above will be demonstrated through class work, testing, projects, and class discussion.
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| #8. Understanding relationships between music, the other arts and disciplines outside the arts | Students will:  
• Develop checklist criteria for listening.  
• Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.  
• discuss how dance music of an era reflected changing attitudes toward women, fashion, and social roles.  
• explore and discuss the historical events that occurred during these time periods.  
• compare and contrast music and one other art form using representative characteristics to illustrate similarities and differences in form, structure and affect  
• compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.  
• identify repeated and contrasting elements in selected music and visual art works.  
• identify and demonstrate an understanding of major musical traditions and styles in a variety of times and places.  
• compare the use of characteristic elements and organizational principles among the various arts, e.g., dance music during various periods such as: vaudeville, Swing, Hip-hop; | Instructor will:  
• Initiate research projects to examine the music of different eras by looking for musical clues that reflect popular ideas of the time.  
• develop a menu for students to develop their own criteria through class discussion, evaluation of recorded media and related materials (magazines, internet, etc.)  
• create problem solving experiences of varying degrees of difficulty with music and other disciplines.  
• explain and compare how elements, processes, and artistic design are used in different historical periods and cultures.  
• Utilize recorded media that reflect American political, cultural, and social movements between 1860 and 2000.  
• Bring in guest lecturers for in-depth experiences in various arts and other disciplines outside the arts. | Students will:  
• present reports orally or in written format in groups.  
• keep journals reflecting the research process and insights gained.  
• Keep journals of listening and video examples, and research and write program notes for musical selections.  
• Compare the use of characteristic elements and organizational principles among the various arts e.g., research dance music during various periods such as: Baroque, Great Waltz, Swing, Hip-Hop, etc.  
• learn various dances that correspond to the stylistic period studied. e.g., jazz & swing dance,  
• research relationships between various musical styles and their corresponding dance styles  
The above will be demonstrated through class work, testing, projects, and class discussion |
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| #9. Understanding music in relation to history and culture | Students will:  
• Classify music by genre, style, historical period or culture using aural examples of music both familiar and unfamiliar and explain the reasoning behind the classifications.  
• Identify sources of American music genres, trace their evolution, and cite well-known musicians associated with them.  
• Identify and describe music genres or styles that show the influence of two or more cultural traditions.  
• Explore the historical background of compositions studied and comparisons of styles and technique.  
• Identify sources of an American style or genre, trace its evolution and cite well-known musicians associated with it.  
• Listen to, analyze, and describe music indigenous to diverse cultural groups.  
• Explore careers in ethnomusicology.  
• Identify and explore musical institutions of Newport.  
• Cite music examples that communicate time frame, setting, emotion, and tension.  
• Gather information from elderly community members, family, etc. regarding the music of their youth, including historical context.  
• Identify and describe the various roles that musicians fulfill.  
• Describe similarities and differences in musical examples from identified school cultures.  
• Research, visit and report on Rhode Island’s historical music institutions and performance organizations: (e.g., the | Instructor will:  
• bring in guest artists and lecturers to present topics to the class  
• present aural examples of various styles of American popular music and place them into their historical context  
• use text and related materials to compare and contrast various cultures | Students will:  
• present written and/or oral reports  
• present an oral presentation that discusses music genres or styles that show the influence of two or more cultural traditions.  
• Attend field trips to experience folk music of various local cultural groups.  
• Attend field trips to musical institutions for concerts and lectures  
• prepare audio tapes of folk music from these cultural groups.  
• cite representative local individuals who function in various musician/composer roles, and describe their activities and achievements.  
• research and demonstrate authentic music from other cultures.  
• create timelines showing the emergence of important styles, composers and musicians and corresponding historical events  
• collect interviews of people in the school community regarding their participation in and knowledge of significant music characteristics indigenous to the culture.  
• collect information on the cultural diversity in their school community.  
• research various periods of American history citing important emergent styles and corresponding composers/performers.  

The above will be demonstrated through class work, testing, projects, and class discussion |
COURSE TITLE: History of American Pop Music

DEPARTMENT: Music Department  TEACHER: Corey Greenhalgh

OBJECTIVES: The Rogers High School Music of America class will:
• introduce students to and enhance each student’s appreciation of the rich tapestry that encompasses American popular music
• survey the various styles and influences of popular music in America

PREREQUISITE: US History or permission of instructor

STUDENT REQUIREMENTS: Students are expected to:
• adequately prepare for each class by reading the text and preparing the current lesson at home
• maintain a notebook of required information
• keep a folder/binder of class assignments, homework and other loose class materials
• bring all required materials to class everyday
• actively participate in class discussion and projects

BOOKS, MATERIALS, SUPPLIES:
• Students are expected to bring the text, a notebook and a pencil or pen to class each day.
• Music and other materials will be provided as needed by the instructor.

GRADING POLICY:
• Tests, quizzes and projects  50%
• Assignments  25%
• Daily effort/attitude/attendance  25%

HOMEWORK: Students are expected to prepare for each class, which requires from 2-3 hours of home reading and/or research per week. Additional written assignments will also be assigned.

MAKE-UP WORK: Students with an excused absence make up work missed in class. Please see instructor to schedule an appointment.

CLASSROOM RULES: Students are expected to follow the general rules set forth by Rogers High School.

TIMES AVAILABLE FOR CONFERENCES, TUTORING, EXTRA HELP: Students can see the instructor before or after school by appointment. Parents can call the school for an appointment. Advance notice is requested.