

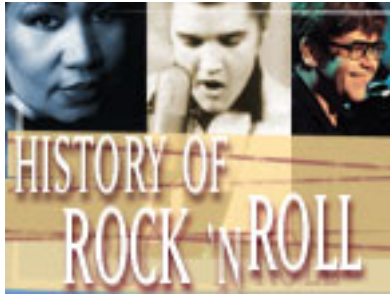


The History of Rock and Roll:

Parts 1, 6, 8, and 10

VH1 Music Studio

Cable in the Classroom



Lessons for Middle and High School Music Classes

Roots of Rock & Roll

Overview

Lesson 1

Note to Teachers: Parts of the content of these programs may be found, in many communities, to be inappropriate for classroom use because of references, consistent with the era portraying, sexual, political, and violent lyrics and acts. Many sections, however, provide educational content to enhance the music and interdisciplinary curriculum. Please review this program before presenting it to your students and choose sections that enhance your curriculum and are acceptable for use in your classroom.

Objective

Students will identify musical influences on the emergence of Rock and Roll.

National Standards 6, 9 – Listening to, analyzing, and describing music; Understanding music in relation to history and culture

Materials

VHS VCR Player

Television

VH1 Cable in the Classroom programs The History of Rock and Roll: Parts 1, 6, 8, 10

Web-based lesson materials

Teacher approved excerpts of HRR: Parts 1 and 8, as referenced in the lesson



Procedures

1. Cue HRR: Part 1 with the first interview segment with Quincy Jones. Play to the end of the segment.
2. Provide the students with listening examples of blues, gospel, and country music. Have students identify distinguishing musical characteristics of each. Encourage them to use correct musical terms to describe tempo, rhythm, instrumentation, and vocal style. Help students to identify the basic elements of each musical style. Teachers: Please see the information provided in the following lesson plans, for additional information pertaining to the evolution and characteristics of blues, gospel, and country music:

Click on “Specials” at www.vh1musicstudio.com “The Concert of the Century for VH1 Save the Music” - Lesson 1 “American Music Styles”

“Say It Loud!: A Celebration of Black Music in America” – Episode: “Can I Get A Witness” Lesson 3 “Gospel Beginnings.”

3. Have students identify several artists mentioned in the program. Create a chart on the board that lists the artists (ie. Buddy Holly, Muddy Waters, Ruth Brown, etc.). Under each artist, have students identify the musical elements previously discussed that encompass the music created and/or performed by each artist. Ask students to discuss those elements and characteristics of blues, gospel, and country music as they pertain to the music of the artists they have chosen. What type of vocal style does Ruth Brown use that reflects gospel music? What is it about Buddy Holly’s music that is similar to country? Fill in the chart with these comparisons.

4. Lead students in a discussion about the large influence that African-American music had on the development of Rock and Roll. How might the old slave songs and spirituals developed into gospel? How did the gospel music of the black churches evolve into R&B

Teachers: Please see the information provided in the following lesson plans, for additional information pertaining to the influence of Black Music:

Click on “Specials” at www.vh1musicstudio.com

“Say It Loud! A Celebration of Black Music in America” –Episode: “Keep on Pushin” Lesson 1; “Roots and Styles of Black Music

5. Cue HRR: Part 8 to Paul Stanley’s interview. Cut after George Clinton interview in which he mentions “Funkadelic” music. Ask the students to pay close attention to the music of the Allman Brothers.
6. Ask the students to consider the comments made about “Southern Rock”. What characteristics of country music are evident in the Allman Brothers song “Whipping Post”? What other styles does their music embrace (blues, jazz)? How does their music compare to the Buddy Holly song “That’ll Be The Day” in HRR: Part 1?
7. Paul Stanley makes the statement that pop music is a hybrid of blues. Ask the students to name pop artists whose style is rooted in the blues (ex. Ray Charles, B.B. King). Guide the students in a discussion about the numerous elements that can influence today’s music, both musically and socially. How many different styles of music can they name that are considered pop music? What are some other genres (classical, jazz, musical theater, etc.)? Guide students in identifying the multiple influences on these styles.



VH1, in partnership with Cable in the Classroom, collaborated with MENC: The National Association for Music Education to develop this series of lessons.