



The History of Rock and Roll: Part 1 - Rock and Roll Explodes

**VH1 Music Studio
Cable in the Classroom**

Lessons for Middle and High School Music Classes

Changes of Musical Elements in Popular Music Through The Decades 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 describe similarities and differences in dance music from European classical, American jazz, and rock and roll.

Students will discuss the styles and form of European classical, American jazz, and rock and roll dance music as they are reflected in instrumentation, tempo, timbre, rhythm, etc.

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 program The History of Rock and Roll: Part 1 – Rock and Roll Explodes (HRR: Part 1)

Web-based lesson materials

Teacher approved 1 minute excerpts of popular dance music throughout history such as:

Michael Jackson – “Billie Jean”

J.S. Bach – “Minuet in G”

Louis Jordan and the Tympany Five - “Caldonia”

Glenn Miller – “In the Mood”

Bobby Darin – “Splish Splash”

For additional instructional materials pertaining to the technological advancements that affected instrumentation and musical styles, refer to “The History of Rock and Roll “ overview lesson “Influence of Technological Advances On Popular Music”.



Procedures

1. Cue the program HRR: Part 1 to Louis Jordan performing “Caldonia” (approx. 1 minute 30 seconds in length).
2. On the board, create a table with the following headings:

Piece	Style	Orchestration	Dynamics	Tempo

3. As the students enter the classroom, have excerpt of Michael Jackson's "Billie Jean" or other appropriate contemporary, popular dance music playing.
4. As students are settled, instruct students to create their own table on a piece of paper on their desk or provide students with teacher created handout. Ask students if anyone can identify the piece of music. Write the title under "Piece."
5. Ask and review with the students the categories listed on the chart: styles (ballad, march, dance, song, jazz, symphonic, pop, lament, etc.), orchestration (solo voice or instrument, band, orchestral, choral, chamber, etc.), dynamics (piano to forte, the variations within each piece, etc.), and tempos (allegro, andante, vivace, largo, etc.).
6. Tell students to listen to the Jackson excerpt again, filling in the chart with appropriate music terms for each category. Review answers with students. (Note: While many pieces can be considered dance music, some may also fit into other categories.)
7. Fill in the rest of the "Piece" category with the music from the lesson. Play excerpt of Bach's "Minuet in G." Point out to students that the Minuet was the popular music of Bach's era, and guide them to listen for style, orchestration, dynamics, and tempo. Fill in the chart as they listen.
8. Guide students in recognizing that both of the pieces of music discussed, were the "popular" music in the time period during which it was written. What might have influenced the development and popularity of these styles at the time during which the music was created?
9. Play excerpts of Glenn Miller's "In the Mood", Darin's "Splish Splash", and the Louis Jordan "Caldonia" excerpt from the video. Instruct students to complete their chart with the appropriate musical answers.
10. Lead a discussion in which students compare their descriptions of the three pieces. Replay excerpts as needed to verify elements described. Refer to the "Influence of Technological Advances On Popular Music" lesson to supplement the discussion. How have technological and social developments impacted the popular music that was created?

Extension:

Select six to eight excerpts of music in styles similar to those used in the lesson. Record each on a separate tape. Have students, either individually or in small groups, classify each excerpt by culture or style period.

Point out that each of these compositions represents "dance music." Play each excerpt again, asking students to visualize, and write down underneath their chart, dance movements that might be used with each.

Divide the class into five groups and have each group choreograph a dance for a particular musical excerpt from the lesson.



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