

**Classic Rock  
Wall High School  
2024-2025**

**Teacher Mrs. Hollander. Email: [ehollander@wallpublicschools.org](mailto:ehollander@wallpublicschools.org)**

**Extra Help Schedule every Monday afterschool in A-2**

**Marking Period Schedule**

<b>Marking Period 1</b> 9/4/2024 - 11/6/2024	<b>Marking Period 3</b> 1/28/2025 - 4/01/2025
<b>Marking Period 2</b> 11/11/2024 - 1/17/2024	<b>Marking Period 4</b> 4/02/2025 - 6/5/2025
<b>Midterm Exams</b> 1/22/2025 - 1/26/2025	<b>Final Exams</b> 6/6/2025- 6/12/2025

**Course Description:**

This course develops a broader understanding of classic rock music and its cultural impact. A study of the predominant performers and bands along with an introduction to the elements of a musical performance is explored. Additional topics include the influence of critics, economic concerns, new directions, social issues, and the appreciation of the art form. This course is ideal for students who enjoy music, but do not wish to perform.

**Units of Study:** Roots of Rock n' Roll [Blues & The 50's

**Classroom Expectations**

Bring music and a pencil to each class  
Listen for directions from the vocal director

**Materials & Available Resources**

Recordings of repertoire studied  
Google Classroom  
YouTube Tutorials and performances  
Powerpoint presentations

**Grading Breakdown** - Each quarter grade is based on a percentage model; the following grading formulas have been established.

**Marking Period Category Percentages**

<b>Category</b>	<b>Minimum Number</b>	<b>Percentage</b>
Assessments	4	30%
Projects	2	20%
Homework/Classwork/Participation	6	50%

**Course Grading**

<b>Category</b>	<b>Percentage</b>
Marking Period 1	20%
Marking Period 2	20%
Midterm Exam	10%
Marking Period 3	20%
Marking Period 4	20%
Final Exam	10%

**Marking Period 1\***

<b>Big Ideas</b>	<b>Topics/Themes/Concepts</b>	<b>Activities &amp; Assessments</b>	<b>Timeline (Number of Blocks)</b>
Roots of Rock 'n Roll	<b>Trace the origins of rock 'n roll and the evolution to the blues</b>	<b>Written Assessment Power Point Project YouTube Performances</b>	12
<b>The Blues</b>	Identify the elements of the blues	<b>Written Test Powerpoint Project YouTube Performances</b>	<b>12</b>
Transfer Skills Introduction to Piano	Students will gain fluency in reading treble and bass clef through digital resources, music theory worksheets and transfer knowledge to “hands on” piano.	<b>Student demonstration &amp; Teacher observation</b>	<b>12</b>
<b>Twelve Bar Blues Progression</b>	<b>Students will learn about the twelve bar blues progression and apply to the piano keyboard</b>	<b>Student Demonstration Teacher Observation</b>	<b>10</b>
<b>Birth of Rock 'n Roll</b>	<b>Students will learn about the contributions of Bill Haley &amp; the Comets, and Elvis Presley</b>	<b>Powerpoint Project Written Test</b>	10
<b>The Development of Rock ' Roll</b>	<b>Students will learn about the contributions of Little Richard, Buddy Holley, Chuck Berry and Fats Domino</b>	<b>Powerpoint Project Written Test</b>	10
<b>Piano Skill Development</b>	<b>Use of piano method book to develop fluency and competency on the piano</b>	<b>Student demonstration Teacher feedback and assessment</b>	15

*\*Subject to revision*

**Marking Period 2\***

<b>Big Ideas</b>	<b>Topics/Themes/Concepts</b>	<b>Activities &amp; Assessments</b>	<b>Timeline (Number of Blocks)</b>
Early 60's & Motown	<b>Trace the development of rock 'n roll in the early sixties and the beginnings of Motown</b>	<b>Written Assessment Power Point Project YouTube Performances</b>	15
<b>Early Beatles</b>	<b>Trace the beginnings of the Beatles.</b>	<b>Written Test Powerpoint Project YouTube Performances</b>	<b>15</b>
Transfer Skills To technology Introduction to Garageband Software	Students will gain fluency in reading treble and bass clef through digital resources, Students will explore compositional skills through the use of loops and samples	<b>Student demonstration &amp; Teacher observation</b>	<b>10</b>
<b>Twelve Bar Blues Progression</b>	Students will develop their knowledge of the twelve bar blues progression and apply to the piano keyboard	Student Demonstration Teacher Observation	<b>10</b>
<b>Piano Skill Development</b>	<b>Use of piano method book excerpts to develop fluency and competency on the piano</b>	<b>Student demonstration Teacher feedback and assessment</b>	5

*\*Subject to revision*

### Marking Period 3

Big Ideas	Topics/Themes/Concepts	Activities & Assessments	Timeline (Number of Blocks)
British Invasion	A study of the expressive elements of music. How composers/performers in the 60's, have used their music as a means of communicating ideas and emotions. An exploration of the techniques that are used in the creation of rock n roll styles. How the British were responsible for many new trends. British groups became the rage and competed with American artists.	Written Assessment Podcast or Power Point Project YouTube Performances Karaoke	15
Folk Rock and Pyschedelic Rock	A study of the expressive elements of music. How composers/performers in the 60's, have used their music as a means of communicating ideas and emotions. An exploration of the techniques that are used in the creation of rock n roll styles. How the Folk and Pyschedelic Artists influenced the direction of American Rock n Roll. Students will study how social and political events influenced the music. An era of experimentation and innovation in Rock Music was influenced by poetry and beatniks.	Written Assessments Powerpoint or Podcast Project YouTube Performances Piano Lab	15
Piano Skill Development	Use of piano method book excerpts to develop fluency and competency on the piano	Student demonstration Teacher feedback and assessment	5

*\*Subject to revision*

**Marking Period 4\***

<b>Big Ideas</b>	<b>Topics/Themes/Concepts</b>	<b>Activities &amp; Assessments</b>	<b>Timeline (Number of Blocks)</b>
Jazz Rock & 70's Rock	<p>A study of the expressive elements of music. How composers/performers in the 70's, have used their music as a means of communicating ideas and emotions. An exploration of the techniques that are used in the creation of rock n roll styles. Jazz rock combined jazz sounds of a horn and rhythm section with blues and improvisation.</p> <p>In many ways the 70's was a consolidation of sounds and styles of the 60's.</p>	<p><b>Written Assessments</b>  <b>Podcast or Power Point Project</b>  <b>YouTube Performances</b>  <b>Karaoke</b>  <b>Piano Lab</b></p>	15
80's Rock	<p>A study of the expressive elements of music. How composers/performers in the 70's, have used their music as a means of communicating ideas and emotions. An exploration of the techniques that are used in the creation of rock n roll styles. The 80's reflected changes in society, dress, political events. The introduction of MTV, CD, Rock Videos</p> <p>Personal computers and digital technology changed the musical world.</p>	<p><b>Written Assessments</b>  <b>Podcast or Power Point Project</b>  <b>YouTube Performances</b>  <b>Karaoke</b>  <b>Piano Lab</b></p>	15
Alternative Rock Glitter-Grunge-Metal	<p>A study of the expressive elements of music. How composers/performers have used their music as a means of communicating ideas and emotions. The lyrics, imagery, and theatrics has greatly changed rock n roll. The image became angry, macho and anti-establishment. The lyrics became part of an angry rebellion. Grunge emerged from the Pacific Northwest combining Heavy Metal and Post Punk Elements. Punk is a rebellious musical form the developed from the mid 70's and evolved as loud and aggressive. Glitter Rock that involved extreme costumes and makeup with theatrical elements.</p>	<p>Student demonstration &amp; Teacher observation</p> <p>Written Assessments</p> <p>Podcast or Power Point Project</p> <p>YouTube Performances</p>	10

*\*Subject to revision*

### **Make-up Work as per Student Handbook**

- Students who are absent from class for any reason will be required to make-up the work missed in each class. Completion of this work should take approximately the same amount of time as the student missed from class. In extreme cases of prolonged absence, (more than five consecutive days,) the Principal may grant extra time for the students to complete missing assignments. Students will receive an incomplete grade pending the submission of the missing assignments. Students will receive a zero for any work that is not completed by the designated timeline.
- It is the student's responsibility to obtain all make-up work from his/her teachers immediately upon return to school. Failure to obtain makeup work is no excuse for not completing work missed. Students have the same amount of time that they have been absent to make up the work.

### **Academic Integrity Policy as per Student Handbook**

#### **Plagiarism Policy**

- **Freshmen:** On the first offense, the student may rewrite for a maximum grade of 55. The rewrite should be closely monitored by the teacher because on the freshmen level we are concerned with students' understanding of the process. On the second offense, the student receives a 0 grade for the final product. (Students' offenses will be filed in the supervisor's office.)
- **Sophomores, Juniors and Seniors:** If the teacher finds that the plagiarism is flagrant or pervasive and can document the same, the assessment may receive a grade of zero.

#### **Cheating**

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to the following:

- Copying another student's work;
- Working with others on projects that are meant to be done individually;
- Looking at or copying another student's test or quiz answers;
- Allowing another student to look at or copy answers from one's test or quiz;
- Using any other method (ie "cheat sheets", communicating in any form) to get/give test or quiz answers;
- Taking a test or quiz in part or in whole to use or to give to others;
- Copying information from a source without giving proper acknowledgment;
- Taking papers from other students, publications, or internet sources and claiming it as one's own work;
- Academic dishonesty in any other form including, but not limited to, tampering with computerized grade records;
- Giving or receiving answers and/or test questions to or from another student.

Violators of this policy will be disciplined on a case-by-case basis, depending on the seriousness of the violation, prior violations and other factors.

Disciplinary measures/consequences may include, but are not limited to the following:

- Redoing the assignment (see policy on plagiarism);
- Receiving a zero grade on the project, test or quiz;
- Letter sent to parent and placed in the student's file;
- Detention, suspension or expulsion.