

**REAVIS HIGH SCHOOL
CURRICULUM SNAPSHOT/ COVER PAGE FOR
THE HISTORY OF AMERICAN MUSIC**

UNIT 1

A Multicultural Approach to Popular Music Appreciation

WEEK 1

Students will define culture as it relates to music.	Students will understand music in a multicultural society.	Students will define and demonstrate the differences between hearing and listening.	Students will explore and evaluate different musical tastes of various cultures.	Students will develop and understand a popular music vocabulary.	Students will understand the components of and importance of the rhythm section.
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UNIT 2

African American Roots: The Emergence of the Dominant Culture of American Popular Music

WEEK 2: African Roots

Students will understand the holistic approach to African life, and the role that music has played within it.	Students will define and identify African musical aesthetics in music.	Students will define and identify African musical instruments. Students will compare and contrast them with current Western instruments.	Students will explore African American music during slavery.	Students will explore the beginnings of new American music due to the end of slavery.
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UNIT 2

African American Roots-The Emergence of the Dominant Culture of American Popular Music

WEEK 3: From Minstrelsy to the Blues

Students will define and explore minstrelsy.	Students will explore the origins of the blues.	Students will define and aurally identify classic blues, rural blues, urban blues, and electric blues.	Students will explore the marketing of the blues.	Students will explore the origins of sound recording, and define its use and importance.	Students will explore the influences of technology and World War II on the blues.	Students will study the lives of Muddy Waters, T-Bone Walker, and B.B. King.	Students will explore the blues revivals, and the power of the blues and their impact on American popular music.
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UNIT 2

African American Roots-The Emergence of the Dominant Culture of American Popular Music

WEEK 4: Early Jazz: From Ragtime to Swing

Students will define and explore jazz.	Students will define and aurally identify ragtime.	Students will explore New Orleans as the birthplace of jazz.	Students will study the lives of Jelly Roll Morton, Louis Armstrong, and Duke Ellington.	Students will explore the importance of Chicago in the jazz age.	Students will define the swing era and aurally identify swing.	Students will explore the development of vocal jazz traditions, and aurally identify them.
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UNIT 3

European American Traditions and Influences

WEEK 5: From Hymns to Wind Bands

Students will explore church music and patriotic songs, and their influences on American popular music.	Students will define and identify the English, Irish, Scottish, and Italian influences on American popular music.	Students will define and aurally identify parlor songs.	Students will study the life of Stephen Foster.	Students will explore the changes in 19 th century church music and their influences on American popular music.	Students will study and aurally identify Civil War music and wind band traditions and their influences on American popular music.
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UNIT 3

European American Traditions and Influences

WEEK 6: The Golden Age of Popular Song

Students will define and identify Tin Pan Alley and turn-of-the-century popular music styles.	Students will define and identify vaudeville, early musical theatre, and operetta.	Students will explore the evolution of 20 th century musical theatre.	Students will study the music of Broadway from a multicultural perspective.	Students will study the lives of great performers of American popular song including: Sophie Tucker, Al Jolson, Bing Crosby, Fred Astaire, Paul Robeson, Frank Sinatra, and Judy Garland.	Students will define and identify the causes for the rise and fall of the Tin Pan alley standard of music.
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UNIT 3

European American Traditions and Influences

WEEK 7: Country Music

Students will define and identify the folk origins and early influences of Country music.	Students will define and aurally identify country music.	Students will explore the early commercialization of country music and its influence on American popular music.	Students will define and identify the influence of the “West” on country music.	Students will define and aurally identify bluegrass and old-time music.	Students will study the geographic areas of Nashville, Bakersfield, and Austin and their importance to country music.	Students will define and aurally identify country rock.	Students will study the lives of female legends of country including: Kitty Wells, Patsy Cline, Loretta Lynn, and Dolly Parton.	Students will define and aurally identify multi-cultural and modern country music.
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UNIT 4

Latin Musics in America From a New Blend

WEEKS 8-9: America’s Afro-Caribbean and Latin Musical Heritage

Students will define and identify the roots and traditions of Afro-Caribbean and Latin musical styles.	Students will define and identify Latin instrumentation and their use in modern American popular music.	Students will define and identify the Cuban popular music traditions and their influence on American popular music.	Students will explore early 20 th century Latin music in the United States.	Students will define and aurally identify Latin jazz and Mambo.	Students will define and aurally identify the Jamaican American musics including: Ska, Reggae, Dub, and Dancehall.	Students will define and aurally identify the musical influences of Trinidad including: Calypso, Soca, and Steel bands.
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UNIT 4

Latin Musics in America From a New Blend

WEEKS 9-10: Chicano and Mexican Popular Music In America

Students will define and explore the roots of Tejano and Norteno music.	Students will define and aurally identify the accordion and its use in the creation of Conjunto.	Students will explore and define the effects of World War II on Chicano and Mexican popular music in America.	Students will define and aurally identify Tejano and Chicano Pop and Rock music including the music of: Ritchie Valens, Little Joe Hernandez, Linda Ronstadt, Vikki Carr, Selena Quintanilla, and Carlos Santana.	Students will define and aurally identify traditional Mexican popular music styles including: Mariachi, Banda, and Narcocorrido.	Students will define and aurally identify current Chicano and Mexican music and musicians. Students will compare and contrast these modern artists with those covered in this unit.
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UNIT 5

Native American and Asian Influences

WEEK 11: Native American Popular Music

Students will define and identify the Native American musical traditions and their uses in Native American society.	Students will define and identify traditional Native American instruments, and compare and contrast them to modern Western instruments.	Students will identify and explore the Powwow traditions of Native Americans.	Students will define and aurally identify contemporary Native American music and musicians including: R. Carlos Nakai, Robbie Robertson, Buffy Sainte-Marie, rita Coolidge, Ulali, Joanne Shenandoah, and Jesse Ed Davis.	Students will define and identify the sacred and secular music traditions of Native Americans. Students will compare and contrast those with music they use in their own personal lives.
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UNIT 5

Native American and Asian Influences

WEEK 12: Asian and Pacific American Popular Musics

Students will study the history of Asian immigration to the United States	Students will define and identify the Chinese American, Japanese American, Filipino American, South Asian American, and Vietnamese American influences on American popular music.	Students will define and identify the Pan-Asian musical trends that encompass multiple Asian American cultures including: Karaoke and Asian American Jazz/creative music.	Students will define and identify the popular musics of Hawaii including: Hula, Hula Ku'i, Mele Hawai'i, Hapa Haole, and Jawaiian.
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UNIT 6

From Modern Jazz to Hip-Hop: Sixty Years of Evolving Traditions

WEEK 13: From Bepop to Acid Jazz

Students will define and aurally identify bebop and its relation to the birth of modern jazz.	Students will define and aurally identify the post-bop styles of the 1950's including: Cool Jazz, Modal Jazz, West Coast Cool, Hard Bop, and Funky Jazz.	Students will define and aurally identify free jazz and avant-garde jazz.	Students will define and identify mainstream jazz in the 1960's including the music of: Wayne Shorter, Herbie Hancock, Charlie Mingus, and Bill Evans	Students will define and aurally identify bop and post-bop vocal jazz styles and artists including: Sarah Vaughan, Billy Eckstine, Carmen McRae, Betty Carter, Al Jarreau, and Bobby McFerrin.	Students will define and aurally identify the fusion musical style and artists including: Miles Davis, Larry Coryell, Gary Burton, and Tears for Fears.	Students will define and aurally identify contemporary jazz styles including: Acid Jazz, Latin Jazz, Neoclassical Jazz, and Repertory Jazz.
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UNIT 6

From Modern Jazz to Hip-Hop: Sixty Years of Evolving Traditions

WEEK 14: Early R&B and Rock: The Late 1940s and the 1950s

Students will explore the culture of the 1950s in a historical context.	Students will define and identify the origins of R&B.	Students will define and aurally identify West Coast R&B and Doo-Wop.	Students will explore the development of independent record labels and black orientated radio stations.	Students will compare and contrast the white teen market for “forbidden music,” rock and roll, of this time period to current trends and expectations of teen music consumers.	Students will define and explore the regional origins of R&B and Rock and their influences on modern American popular music.	Students will study the life of Elvis Presley, and how he influenced popular music after his death.	Students will define and explore “The Day The Music Died,” and the effect the deaths of Buddy Holly, Ritchie Valens, and The Big Bopper had on that generation.
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UNIT 6

From Modern Jazz to Hip-Hop: Sixty Years of Evolving Traditions

WEEK 15: Girl Groups, Surf Music, Gospel, and Soul

Students will define and aurally identify girl group music and artists including: The Chantels, The Shirelles, The Crystals, the Ronettes	Students will define and aurally identify surf music and artists including: The Sufaris, The Ventures, Dick Dale, and The Beach Boys.	Students will define and aurally identify gospel music and artists including: The Fisk Jubilee Singers, Thomas A. Dorsey, “Sister” Rosetta Tharp, and James Cleveland	Students will define and aurally identify soul music and artists including: Ben E. King, Ike and Tina Turner, The Impressions, James Brown, Aretha Franklin, Marvin Gaye, Wilson Picket, and Otis Redding.	Students will define the new Tin Pan Alley, and compare and contrast it to the Tin Pan Alley of the golden age of song.
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UNIT 6

From Modern Jazz to Hip-Hop: Sixty Years of Evolving Traditions

WEEK 16: Folk-Rock, the British Invasion, and Psychedelia

Students will define the folk music revival and explore the circumstances behind the development of folk-rock.	Students will study define and explore the music and artists of the “British Invasion” on American popular music including: The Beatles, The Rolling Stones, Eric Clapton, The Who, Van Morrison, and Joe Cocker.	Students will define counterculture and the effect it had on American popular music including: the development of psychedelic music, acid rock, and Jimi Hendrix.	Students will define and aurally identify the music and artists of the L.A. rock scene in the late 1960s including: Sonny and Cher, Buffalo Springfield, Crosby, Stills, and Nash, and the Doors.	Students will define and explore the significance of Woodstock and Altamont in relation to American popular music.
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UNIT 6

From Modern Jazz to Hip-Hop: Sixty Years of Evolving Traditions

WEEK 17: R&B and Its Descendants after the 1960s

Students will define and explore the technological advances in society and how they helped change music.	Students will define and aurally identify R&B music from the 1970s to the millennium.	Students will define and aurally identify disco, dance pop, and hip-hop music and artists including: KC and The Sunshine Band, Village People, The Jackson Family, Prince, Madonna, Nsync, Run D.M.C., Sean Combs, Jay-Z, Snoop Dogg, and Eminem.	Students will define turntablism, scratching, and electronica as well as the various elements that goes into performing each style.	Students will explore the role of MTV, back when they actually played music videos, on American popular music and how it has shaped the music world of today.
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UNIT 6

From Modern Jazz to Hip-Hop: Sixty Years of Evolving Traditions

WEEK 18: Rock After the 1960s and the Music of Today

Students will define and aurally identify hard rock, arena rock, heavy metal, southern rock, country rock, art rock, and soft rock music styles.	Students will define and explore the music of singer/songwriters including: Joni Mitchell, Elton John, Bruce Springsteen, and Neil Young.	Students will define and explore the concept of world music in a global society.	Students will define and aurally identify punk and its descendants including: Punk rock, Proto-Punk, New York Punk, British Punk, New Wave and Synth Pop, and Post-Punk.	Students will define and aurally identify the hybrid styles of the 1990s and early 2000s including: alternative rock, industrial rock, pink-metal, Grunge, Riot Grrrl, Funk Metal and Nu Metal, Lo-Fi, Britpop, Emo, Punk-Pop, Jam Bands, and Garage Bands.	Students will compare and contrast their favorite music styles with those styles of years past. Students will look for influences of past music styles on their favorite music from today.
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