

Lesson: Music of the 1950s – Presentations and Exam

Subject: Evolution of Popular Music

Class Description: Grades 9-12, 20 students

Duration of Lesson: 8 days

Lesson Rationale: Having already covered the musical and social context of the 1950s, students will now research a musician from that era and present their findings to the class.

Materials:

Students: Presentation handouts, computers

Objectives:

- Students will understand the social and musical context of the 1950s.
- Students will do their own research into a musician of their choice and assemble a PowerPoint presentation based on their research.
- Students will be prepared for an exam on the 1950s, including questions on social, historical, and musical context as well as listening examples.

New Jersey Core Curriculum Standards:

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

Procedure:

Prior Knowledge: Social and historical context of the 1950s, and the lives and music of performers such as Chuck Berry, Little Richard, Elvis Presley, and Johnny Cash.

Anticipatory Set: Recap of prior knowledge, explanation of their assignment and the context in which they'll be doing their research.

Lecture:

Day 1 – Blues – Research Day:

Students will meet in the computer lab to begin their research into their musician.

Day 2 – Exam Review:

Class will have review for their exam by playing Exam Review Jeopardy in teams. The winning team receives 5 points extra credit on their exam. Review is done today, rather than right before the exam, so that students have an extra day to put their presentations together.

Day 3 - 7 – Presentations:

Students will present their project to the class, two students per day. Each presentation should contain 5 recordings, so two presentations will take up the entire period. Only half of the class does their presentations during this time. The other half of the class will be assigned a presentation on the 1960s at the end of the following unit.

Day 8 – Exam

Exam day. Exam consists of multiple choice and short answer questions, as well as a listening section in which students listen to a song and have to name both the song and the performer.

Assessment:

Student Evaluation: Quality of presentation (based on rubric) and exam.

Accommodations:

Students will be given extra time and help with reading when appropriate.