

**Origins of Jazz & Rock**  
**Richland County High School**  
**Mr. Christopher Jones, Instructor**  
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**Course Overview**

This course will introduce students to the styles and history of the first three decades of rock & roll, from its roots in the traditional music of African-Americans and rural whites, through the 1950's, 60's, and the beginning of the '70s, to the advent of the Punk Rock movement. The course will include lecture, listening, projects, discussion, and web-based quizzes and exams.

**Prerequisite(s)**

None

**Recommended Class Materials**

- Three-ringed notebook
- Note pad
- Pencil

**Provided Class Materials**

- Computer for assessments, readings, & in-class assignments
- iPad Pro for in-class projects
- Online textbook
- Physical (paper back) textbook upon request

**Course Objectives**

In this course, students will be encouraged to explore the continuity of jazz & rock & roll's history, the social and cultural factors that gave rise to it and in turn responded to it, and its important figures, style characteristics, and periods. Together we will develop listening tools and analytical skills which will enrich our understanding of rock & roll's construction, and its social and cultural roles in the first 30 years of its development.

**Measurable Learning Outcomes**

1. Listen to an example from a genre of music studied in class, comprehend its distinctive characteristics, and articulate those characteristics.
2. Listen to an example from a genre of music studied in class, identify its characteristics, and develop conclusions about its genre and historical contexts of its origin
3. Identify representative pieces chosen from each period, draw intelligent conclusions about probable genre, artist, and approximate date, and discuss.

4. Recognize, define, and employ significant terms and concepts introduced in the readings or lectures.
5. Describe and discuss the broad historical context, likely social function, and probable performance circumstances for a piece on the class listening list (and for pieces of similar types).
6. Listen to an example from a genre of music studied in class, and articulate a comparison to other music genres discussed in class.
7. Employ a range of technical language to identify, discuss, compare, and integrate aspects of musical style within the rock, blues, or rhythm, jazz, and blues idiom.
8. Describe and compare a range of music styles, and relate the style characteristics to aspects of cultural history.
9. Listen, read, speak, and think critically about the relationship between musical style and cultural history.

**Grading Scale:**

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 00 – 59%

**Percentages of Final Grade:**

- Projects = 30%
- Assignments = 30%
- Tests = 40%