

Rock History Projects

You are responsible for two major projects in this class. All of the projects are based on personal choice, with one being a focus on a genre, the other on a biography.

GENRE PROJECT / DUE DATE: _____

Select a genre/sub genre from rock history that interests you and research everything you possibly can about that topic. Be sure to include the following:

- Genre Description
 - How would you describe this genre? Based on our class study and your research, what is its lineage?
- Historical/Social Context of the Genre
 - What key big picture historical events or context helped to mold and/or create this genre? What was going on in the United States and the world that served as the backdrop for this genre and its emergence?
 - What were the key events or happenings in areas such as politics, economy, society, religion, art, technology, or intellect that drove the genre or the work of key artists from within it?
- 5 Key Artists
 - Who are, in your informed opinion, the top five artists that represent this genre? You must support your evaluation with factual data and analysis. Include a discography for each one.
- Bibliography/Works Cited
 - Where did you get your information? Be sure to Include a variety of sources: Internet, books, magazine articles, class reader, etc.

BIOGRAPHY PROJECT: / DUE DATE: _____

Select an artist or personality from rock history that interests you and research everything you possibly can about that person. Be sure to include the following:

- Biographical Sketch
 - What's the artist's story from early life through to the present/their death? What sort of key personal experiences molded the person into the artist they are today/were? Take into account historical and social events going on around that person that may have impacted them.
- Influences
 - Who, according to the artist, were the key influences that molded them musically. Consider both artists and genres that made them who they musically are. Are there artists' influence that aren't mentioned in your research that you detect in their work?
- Discography
 - What are, in your informed opinion, the key recordings, performances, and albums that define this artist. You must support your evaluation with factual data and analysis.
- Bibliography/Works Cited
 - Where did you get your information? Be sure to Include a variety of sources: Internet, books, magazine articles, class reader, etc.

MAJOR PROJECT PIECES:

Each of the major projects you complete in this class will typically consist of some sort of product, typically a technology piece, that will be submitted electronically/digitally in the class drop off folder on the CHS network. The choice is yours, but in order to encourage you to develop new skills and work in different forms, you may not duplicate the same major project activity in the two different projects rounds.

- Video "rockumentary"
- PowerPoint slide show
- Publisher brochure or newsletter
- Macromedia Dreamweaver MX or Publisher web site
- Develop your own idea and get it approved.

ASSESSMENT:

The bulk of your grade in this course will come from your work on these assignments. A rubric with specific grading criteria will be provided for the project pieces, but the major assessment categories will fall under Organization, Ideas/Content, Research, and Overall Effort.

Your key to success on these projects is to follow the rubric as you work on the projects ... not after the fact. There is no reason why you can't be successful on these projects if you follow the rubric, work hard, and make use of conferences with the instructor.

History of Rock Project Rubric

Project Topic (Genre / Biography) : _____ Name: _____

Score: _____ Comments: _____

| CATEGORY | Excellent / "A" | Good / "B" | Satisfactory / "C" | Poor / "D-F" |
|---------------------------|---|---|--|--|
| Ideas/ Content | <ul style="list-style-type: none"> Maintains consistent focus on the topic and has ample supporting details. High level of analysis with mature interpretation of the content demonstrated. Excellent Genre: description, historical/social context, 5 key artists Excellent Biography: life sketch + historical/social context, influences, discography | <ul style="list-style-type: none"> Maintains good focus on the topic and has good amount of supporting details. Good level of analysis of the content, though a few interpretive gaps may exist. Good Genre: description, historical/social context, 5 key artists Good Biography: life sketch + historical/social context, influences, discography | <ul style="list-style-type: none"> Demonstrates an adequate yet sometimes inconsistent focus; includes some supporting details, but may include extraneous or loosely related material. Some level of analysis of the content, though many interpretive gaps exist. Satisfactory Genre: description, historical/social context, 5 key artists Satisfactory Biography: life sketch + historical/social context, influences, discography | <ul style="list-style-type: none"> Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the project. Little if any analysis of the content demonstrated. Information is simply listed off or cut and pasted from a secondary source. Poor Genre: description, historical/social context, 5 key artists Poor Biography: life sketch + historical/social context, influences, discography |
| Organization | <ul style="list-style-type: none"> Excellent organization Compelling sense of order with a clear beginning, middle, and end: conveys a sense of completeness and wholeness Provides excellent transitions in an attempt to connect ideas Neatly organized and presented Consistently follows the rules of standard English for usage: spelling, punctuation, grammar, etc. | <ul style="list-style-type: none"> Good organization Good sense of order with a clear beginning, middle, and end; conveys a sense of wholeness and completeness, although some lapses occur Good, neat organization and presentation Generally follows the rules of standard English for usage: spelling, punctuation, grammar, etc. | <ul style="list-style-type: none"> Basic attempt at organization Developing sense of order with a mostly clear beginning, middle, and end; some sense of wholeness and completeness, although many lapses occur. Overall neatness, organization, and presentation of project is marginal. Attempts to follow the rules of standard English for usage; many errors in spelling, punctuation, grammar, etc. | <ul style="list-style-type: none"> Little attempt or poor effort at organization No sense of order with no clear beginning, middle, and end: little if any sense of wholeness or completeness. Content included does not thoughtfully ordered; neatness is lacking; presentation is poor. Fails to follow the rules of standard English for usage; final product obscured and inhibited by errors in spelling, punctuation, grammar, etc. |
| Research | <ul style="list-style-type: none"> Excellent evidence of critical interpretation of research. Strong evidence of research apparent in all aspects of the work. Correctly formatted bibliography or works cited; few if any errors. Excellent variety and depth of resources: at least ten sources and 4 different types of resources. | <ul style="list-style-type: none"> Good evidence of critical interpretation of research. Good evidence of research apparent in all aspects of the work. Mostly correct formatting of bibliography or works cited. Good variety and depth of resources: at least 6 sources and 3 different types of resources. | <ul style="list-style-type: none"> Some evidence of research apparent in all aspects of the work. Bibliography or works cited present, but little understanding of correct formatting demonstrated: no alpha order, spacing, punctuation, etc. Some variety and depth of resources: at least 4 sources and 2 different types of resources. | <ul style="list-style-type: none"> Little or no evidence of research apparent in all aspects of the work. Bibliography or works cited not present or complete lack of understanding of formatting demonstrated: no alpha order, spacing, punctuation, etc. Little if any variety and depth of resources: less than 4 sources and/or 2 different types of resources. |
| Effort | <ul style="list-style-type: none"> Final product reflects extra attention to detail, guidelines, and overall assignment specs. Clear and compelling evidence of learning. Student has gone above and beyond basic expectations. Excellent use of class time provided to complete work. May I keep this as an example? | <ul style="list-style-type: none"> Final product reflects good attention to detail, guidelines, and overall assignment specs. Good evidence of learning. Student has met the minimum requirements for the assignment; in some cases they have perhaps gone beyond the basic requirements. Good use of class time provided to complete work. May I keep this as an example? | <ul style="list-style-type: none"> Final product reflects some attention to detail, guidelines, and overall assignment specs. Some evidence of learning. Student has met most of the bare minimum requirements for the assignment, but some discrepancies noted. More focus needed when class time given to work on projects. May I keep this as an example? | <ul style="list-style-type: none"> Final product reflects virtually no attention to detail, guidelines, and overall assignment specs. Little if any evidence of learning. Student has not successfully met most or all of the assignment requirements. Poor use of class time provided to complete work; more focus needed. Schedule a conference with me. May I keep this as an example? |