

EDUCATIONAL STANDARDS AND BENCHMARKS

Spencer Bohren's *Down the Dirt Road Blues* illustrates the evolution of one song over time and geography. Beginning with a simple *a capella* melody describing a personal situation, the song develops as it is shared with other musicians over 130 years. In a one-hour performance, teachers can expect the following cultural, societal, and historical events to be included (3/1, 3/2, 4/2) as they form the song's changes:

1. slave quarters culture
2. the end of slavery
3. development of various musical instruments, including the banjo, the bottle-neck guitar on the metal-bodied resophonic guitar, washtub bass, washboard percussion, electric guitar
4. integration on Beale Street in Memphis as a reaction to musical development
5. commerce between Kentucky and Memphis, which carries the song eastward
6. Sundown law
7. the genesis of popular country music
8. the advent of electric blues and the guitar solo
9. the birth of rock 'n' roll
10. the radio's impact on popular music
11. Payola and its influence on American music
12. integration on the radio airwaves
13. migration of American music to England and back again
14. the Folk Movement and its influence in American music

Appropriate audience attention is important, as the story is told as a music/storytelling performance (4/1).

Wyoming Fine and Performing Arts Content and Performance Standards Adopted July 7, 2003

CONTENT STANDARD 3. HISTORICAL AND CULTURAL CONTEXT

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

Benchmarks for Grade 11

1. Students describe and explain distinguishing features of an art form in the context of its history and culture.
2. Students explain the relationships between the Arts and historical, cultural, and contemporary concepts or events. Students then analyze the impact of these relationships.

CONTENT STANDARD 4. APPLICATIONS TO LIFE

Students connect and relate the arts to other disciplines and to society.

Benchmarks for Grade 11

1. Students demonstrate appropriate behavior for the context and style of art presented.
2. Students identify and explain interrelated concepts among the arts, other disciplines, and society.