

## **Course Title**

Jazz Choir A (Vocal Ensemble)

## **Description of Target Group**

This 5-unit course is designed for students of the 10th through 12th grade level with advanced musical background and/or training and exceptional vocal talent. Students will be responsible for covering any fees necessary for their individual concert attire.

## **Purpose**

The first semester of a one-year course. It is proposed that this advanced level performance group fits the F-G requirements for UC and CSU Freshmen eligibility. Course will be based upon creative expression and will include the historical and cultural context of jazz as a unique American genre with roots in African and European musical heritage. Aesthetic valuing will occur through festival competition performances. Students receive adjudicator ratings and consider, watch, and listen to performances by other student choirs, as well as by professional jazz groups.

The student will develop a knowledge and appreciation of vocal jazz as a unique musical genre. The student will continue to develop his/her existing musical talent within this challenging genre. The student will expand his/her awareness of the world of jazz performance, which demands exceptional talent, musical creativity and innovation, and a high level of musicianship. The course will provide a challenging and stimulating outlet for the outstanding vocal students. The course will feature public performances and festival competitions.

The addition of this course will expand the current music program. This ensemble of advanced vocal students can inspire less musically experienced or skilled students to participate in other school choral groups as well as to aspire to be part of this jazz choir.

Prerequisites: Students must audition to be a part of this ensemble and have instructor's consent to enroll. It is highly desirable that students have at least one semester of previous experience in a choral performance group.

## **Standards of Expected Student Achievement**

Upon completion of this course, students will be successful in their demonstration of the following skills:

1. Demonstrate effective vocal technique (posture, tone, diction, breath control, balance, blend of voices) through singing of jazz arrangements.
2. Demonstrate the ability to sight sing and to read rhythmic notation (including syncopation) and to follow vocal music scores with comprehension of notation, terminology, various musical symbols, and other indications.
3. Demonstrate ability to improvise and scat sing on a given section of a song.
4. Demonstrate an appreciation and (developed) knowledge of various jazz styles.

5. Recognize important jazz musicians (vocal and instrumental) who have made significant contributions to the genre (i.e. John Coltrane, Ella Fitzgerald, etc.)
6. Memorize most materials to be performed.
7. Demonstrate a high level of responsibility and dependability in meeting rehearsal and performance requirements and in caring for music equipment, materials and performance attire.
8. Demonstrate poise and self-confidence and appropriate stage presence through participation in performances.
9. Demonstrate knowledge of microphone technique and basic running of vocal sound system.
10. Demonstrate good citizenship by serving the community through public performance.

### **Methods of Assessment of Student Learning**

1. Students will perform jazz style vocal music in several parts with correct rhythm, pitch, blend, and vocal style.
2. Each student will perform individually demonstrating vocal improvisation and scat-singing skills.
3. Students will be videotaped and write as well as discuss assessment of their own performance.
4. Students will listen to professional jazz recordings and respond with observations in writing as well as orally.
5. Students will clap and count notated rhythms.
6. Students will sight sing given vocal lines.
7. Students will watch videos on particular jazz artists and/or styles and respond in writing by taking notes, completing worksheets, and writing paragraphs.
8. Students will be adjudicated in jazz festival competitions by professional jazz artists and educators.
9. Students will be tested on music fundamentals and knowledge of basic jazz harmonies.
10. Students will use microphones in rehearsal and performance, adjusting volume as they hear themselves on a monitor.

### **Instructional Materials**

#### Text and Supplementary Materials

Includes: Jamey Aebersold improvisation accompaniments. Music from UNC Jazz Press and A Cappella Catalog and Jazz Times Magazine

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Possible use of video "Bird" ("R" rated)

## **Activities**

1. Rehearsals in preparation for performances include vocal jazz warm-ups, learning of music with piano accompaniment, practice of individual vocal lines and part-singing.
2. Listening to examples of jazz styles by professional jazz artists
3. Instruction and practice in reading and performing syncopated rhythms
4. Instruction and practice in vocal improvisation and scat-singing
5. Instruction and practice in ear-training, with emphasis on jazz chords
6. Instruction and practice in microphone techniques and use of sound system
7. Participation in public performances and festival competitions and clinics
8. Attendance at jazz performances and workshops
9. Writing responses to listening examples and other information given
10. Watching videos covering jazz artists and styles
11. Reading materials, discussing jazz styles and artists and other musically relevant information
12. Instruction in and use of musical and jazz terminology

## **Course Title**

Jazz Choir B (Vocal Ensemble)

## **Description of Target Group**

This 5-unit course is designed for students of the 10th through 12th grade level with advanced musical background and/or training and exceptional vocal talent. Students will be responsible for covering any fees necessary for their individual concert attire.

## **Purpose**

This is the second semester of a one-year course. It is proposed that this advanced level performance group fits the F-G requirements for UC and CSU Freshmen eligibility. Course will be based upon creative expression and will include the historical and cultural context of jazz as a unique American genre with roots in African and European musical heritage. Aesthetic valuing will occur through festival competition performances, as students receive adjudicator ratings and consider, watch, and listen to performances by other student choirs, as well as by professional jazz groups.

The student will develop a knowledge and appreciation of vocal jazz as a unique musical genre. The student will continue to develop his/her existing musical talent within this challenging genre. The student will expand his/her awareness of the world of jazz performance, which demands exceptional talent, musical creativity and innovation, and a high level of musicianship. The course will provide a challenging and stimulating outlet for the outstanding vocal students. The course will feature public performances and festival competitions.

The addition of this course will expand the current music program. This ensemble of advanced vocal students can inspire less musically experienced or skilled students to participate in other school choral groups as well as to aspire to be part of this jazz choir.

Prerequisites: JAZZ CHOIR A or audition and instructor's consent.

## **Standards of Expected Student Achievement**

Upon completion of this course, students will be successful in their demonstration of the following skills:

1. Demonstrate effective vocal technique (posture, tone, diction, breath control, balance, blend of voices) through singing of jazz arrangements.
2. Demonstrate the ability to sight-sing and to read rhythmic notation (including syncopation) and to follow vocal music scores with comprehension of notation, terminology and various musical symbols and other indications.
3. Demonstrate ability to improvise and scat sing on a given section of a song.
4. Demonstrate an appreciation and (developed) knowledge of various jazz styles.
5. Recognize important jazz musicians (vocal and instrumental) who have made significant contributions to the genre (ie. John Coltrane, Ella Fitzgerald, etc.)

## **Jazz Choir B (continued)**

6. Memorize most materials to be performed.
7. Demonstrate poise and self-confidence and appropriate stage presence through participation in performances.
8. Demonstrate a high level of responsibility and dependability in meeting rehearsal and performance requirements and in caring for music equipment, materials and performance attire.
9. Demonstrate knowledge of microphone technique and basic running of vocal sound system.
10. Demonstrate good citizenship by serving the community through public performance.

## **Methods of Assessment of Student Learning**

1. Students will perform jazz style vocal music in several parts with correct rhythm, pitch, blend, and vocal style.
2. Each student will perform individually demonstrating vocal improvisation and scat-singing skills.
3. Students will be videotaped and write as well as discuss assessment of their own performance.
4. Students will listen to professional jazz recordings and respond with observations in writing as well as orally.
5. Students will clap and count notated rhythms.
6. Students will sightsing given vocal lines.
7. Students will watch videos on particular jazz artists and/or styles and respond in writing by taking notes, completing worksheets, and writing paragraphs.
8. Students will be adjudicated in jazz festival competitions by professional jazz artists and educators.
9. Students will be tested on music fundamentals and knowledge of basic jazz harmonies.
10. Students will use microphones in rehearsal and performance, adjusting volume as they hear themselves on a monitor.

## **Instructional Materials**

### Text and Supplementary Materials

Includes:

Jamey Aebersold improvisation accompaniments

Music from UNC Jazz Press and A Cappella Catalog and Jazz Times Magazine

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Possible use of video "Bird" ("R" rated)

## **Jazz Choir B (continued)**

### **Activities**

1. Rehearsals in preparation for performances include vocal jazz warm-ups, learning of music with piano accompaniment, practice of individual vocal lines and part-singing
2. Listening to examples of jazz styles by professional jazz artists
3. Instruction and practice in reading and performing syncopated rhythms
4. Instruction and practice in vocal improvisation and scat-singing
5. Instruction and practice in ear-training, with emphasis on jazz chords
6. Instruction and practice in microphone techniques and use of sound system
7. Participation in public performances and festival competitions and clinics
8. Attendance at jazz performances and workshops
9. Writing responses to listening examples and other information given
10. Watching videos covering jazz artists and styles
11. Reading materials discussing jazz styles and artists and other musically relevant information
12. Instruction in and use of musical and jazz terminology.