



<b>COURSE TITLE:</b>	Jazz Ensemble A/B
<b>LENGTH OF COURSE:</b>	One year (10 credits)
<b>GRADE LEVEL:</b>	9 - 12
<b>PREREQUISITES:</b>	Audition and Teacher recommendation. Concurrent enrollment in Advanced Band is preferred but not required.
<b>TEXTBOOK:</b>	None
<b>SUPPLEMENTARY MATERIALS:</b>	None
<b>INSTRUCTIONAL MATERIALS:</b>	A wide variety of Jazz sheet music and method books. Recordings of a wide variety of Jazz performances

### **COURSE DESCRIPTION**

Jazz Ensemble is for the most advanced instrumental musicians. The Jazz Ensemble performs intermediate to advanced level literature from various selected eras of musical histories including ragtime, Dixieland, swing, big band, boogie-woogie, Latin jazz, modern jazz and rock. In addition to the techniques of rehearsal and performance, the students learn the theory and history of the music performed. The director schedules required performances. The course may be repeated for additional credit.

### **UNIT SEQUENCE**

Unit I - Technical Mechanics of Sound production and Related Music Theory

- A. Sound
  - 1. Sound generation of instruments and related physics
  - 2. Sound modifications of advanced level
- B. Musical Elements
  - 1. Pitch
  - 2. Rhythm
  - 3. Harmony
  - 4. Form
  - 5. Texture
  - 6. Tempo and dynamics
  - 7. Timber

- C. Notation symbols
  - 1. Reading and writing, transposition, multi-part
- D. Creating
  - 1. Improvisations, composing
- E. Listening
  - 1. Compare, contrast, analyze

Unit II - Historical and Multi Cultural: Social and historical influences of selected music

- A. Multicultural musical contributions
  - 1. Analyzing distinctive cultural musical idioms
- B. Personal heritage
  - 1. Comparing individual heritages in music

Unit III - Performance

- A. Selection of music
- B. Rehearsal techniques
  - 1. Set-up
  - 2. Warm-up
  - 3. Interpret and perform
  - 4. Closure - clean up
- C. Evaluation of performance
  - 1. Analyze and rationalize group performance
  - 2. Self analysis of performances

**METHODS OF EVALUATION**

- 1. Written and playing tests
- 2. Audio portfolio
- 3. Required practices and performances
- 4. Recording and video observations of performances and practices
- 5. Observation of instructor

**Standard I - Artistic Perception:** Processing, analyzing and responding to sensory information through the language and skills unique to arts.

**Music Descriptor:** Students listen to, analyze and describe music using music terminology. They read and notate music.

**9-12 Benchmarks**

9-12.1 The student demonstrates an understanding of music by analyzing and interpreting specific musical works using the vocabulary of music.

9-12.2 The students will read jazz band sheet music and describe how the elements of music and the standard notation symbols are used.

<b>Bench- mark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence of meeting standards:</b>
1	Demonstrate an understanding of music by analyzing and interpreting specific musical works using the vocabulary of music.	Students analyze standard musical elements of pieces they are performing using very basic music terminology.
1	Comprehend and relate human factors in jazz literature.	Students describe and analyze the emotional nuances and feeling of the music they are performing.
1	Compare and contrast music using historical and geographic descriptors.	Each student will analyze the musical elements of the music they are performing in a basic cultural context.
2	Read jazz sheet music and describe how the elements of music and the standard notation symbols are used.	Each student will demonstrate the ability to read his own jazz sheet music and describe how all the musical elements are used, as well as interrelate to other parts.

**Standard II - Creative Expression:** Creating, performing, and participating in the arts.

**Music Descriptor:** Students develop performance skills in order to perform a varied repertoire. They compose and arrange music and improvise melodies and variations.

**9-12 Benchmarks**

- 9-12.1 The student performs with expression and technical accuracy, a varied repertoire of jazz literature, including music performed from memory.
- 9-12.2 the student composes and arranges music for instrumentalists.
- 9-12.3 The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and interpretations of the musician/performer and composer/arranger.

<b>Bench- mark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence of meeting standards:</b>
1	Perform with expression and technical accuracy, a varied repertoire of jazz literature, including music performed from memory.	Students demonstrate instrumental skills and perform music graded within their ability.
1	Perform small jazz combo music.	Students perform simple solos or in small ensembles.
1	Understand scales, harmonization, and ornamentation relative to jazz performance.	Students improvise melodies to all levels of music.
2	Compose and arrange music instruments.	Students compose melodies and harmonies for their instrumental jazz parts.
2	Demonstrate compositional idioms through performance.	Students will improvise various style changes to written music.
3	Demonstrate an understanding of the forms and elements of music used to express ideas, feelings, and interpretations of the musician/performer and composer/arranger.	Each student will be able to demonstrate simple unwritten musical nuance and expression on melody and harmony lines of written music.

**Standard III - Historical and Cultural Context:** Understanding historical and cultural dimensions of the arts.

**Music Descriptor:** Students develop knowledge and skills necessary to understand and perform jazz music from all parts of the world. They investigate the relationship of music to history and culture.

**9-12 Benchmarks**

9-12.1 The students compares and contrasts examples of music and singing styles from a variety of cultures, times and places.

9-12.2 The students understand that music reflects, plays a role in, and influences culture.

<b>Bench- mark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence of meeting standards:</b>
1	Compare and contrast examples of music and jazz styles from a variety of cultures, times, and places.	Students play with expression and technical accuracy a varied repertoire of jazz literature from diverse cultures, times, or places.
2	Understand that music and musicians reflect, play a role in, and influence culture.	Students will perform “landmarks” of jazz literature, in their original form and original level of difficulty, that had a significant impact on the history and culture of that particular era.

**Standard IV - Aesthetic Valuing:** Responding to, analyzing and making judgments about works in the arts.

**Music Descriptor:** Students describe, analyze, interpret, and derive meaning from musical works. They develop criteria, then make critical judgments about and determine the quality of musical experiences and performances based on elements and principles of music.

**9-12 Benchmarks**

- 9-12.1 The student evaluates a performance, composition, or arrangement by comparing it to exemplary models, using criteria developed prior to the experience.
- 9-12.2 The student develops specific criteria for making informed, critical judgments about the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- 9-12.3 The student musician compares formal classical criteria for evaluation with the criteria he/she developed for the evaluation of a variety of musical works.

<b>Bench- mark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence of meeting standards:</b>
1	Evaluate a performance, composition, or arrangement by comparing it to exemplary models, using criteria developed prior to the experience.	Students compare a recording of a judged performance by their ensemble to a recording of a professional ensemble performing the same work.
2	Develop specific criteria for making informed, critical judgments about the quality and effectiveness of performances, compositions, arrangements, and improvisations.	Students write a criterion for evaluating the music they or other groups are performing.
3	Compare formal classical criteria for evaluation with the criteria he/she developed for the evaluation of a variety of musical works.	Students compare their performances using their criteria to those evaluations done by musical professionals.

**Standard V - Connections, Relations, Applications:** Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers.

**Music Descriptor:** Students apply what is learned in music to learning in other subject areas. They develop competencies in problem solving, communications skills, working with others, and management of the time and resources, all of which contribute to lifelong learning and career skills.

**9-12 Benchmarks**

- 9-12.1 Students will study the commonalties in all areas of the arts; Artistic Perception, Creative Expression, Historical and Cultural Context and Aesthetic Valuing.
- 9-12.2 Students study foreign languages as they learn musical terms in French, German and Italian.
- 9-12.3 Students will practice mathematics as they study rhythms, counting phrases, time signatures and meters.
- 9-12.4 Students will study Physics as they learn about sound produce, sound waves and intonation.
- 9-12.5 Students will study History and Social Studies as they explore not only the history of the composer but also how music reflexes the cultural and social atmosphere of the time in which it was composed.
- 9-12.6 Students will study Anatomy as they learn proper body alignment for posture as well as muscular support needed for proper tone production.
- 9-12.7 Students research traditional and emerging career opportunities in music.

<b>Bench- mark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence of meeting standards:</b>
1	Explain ways in which the principles and subject matter of various disciplines are interrelated with those of music.	Students learn leadership skills using the motivation skill, practice habits, work ethics, and responsibility factors they have learned through music.
2	Research traditional and emerging career opportunities in music.	Students investigate and prepare the necessary performance requirements for an audition for a musical, opera, or like professional jazz performance group.