

## JAZZ ENSEMBLE

Jazz Ensemble is offered, by audition, to students in grades 9-12, who play saxophone, trumpet, trombone, piano, bass, drums and guitar. Wind players and percussionists must be members of the band program; piano, guitar and bass players must be enrolled in a music class, ideally a performing ensemble. Students taking this class will work individually and collaboratively to improve ensemble rehearsal and performance techniques, instrumental techniques, musicianship, and music literacy in the jazz idiom. Literature for this ensemble will be selected from the standard “big band” and contemporary repertoire. Intervals, chord structure, chord progressions and improvisation will be studied.

Jazz Ensemble is a full year class that meets one night per week, with one sectional rehearsal per week. Throughout the year Jazz Ensemble students will demonstrate their mastery of technical skills and musical interpretation by performing in both formal and informal settings. Unique performance opportunities will be pursued beyond the Concert Band, Symphonic Band and Wind Ensemble curriculum concerts. Participation in all fall, winter, and spring scheduled rehearsals and performance is required.

### Course Overview

All students in the Fairfield Band Program progress through an Ensemble Sequence and individual Instrument Skill Levels.

#### Fairfield’s Band Program Ensemble Sequence

<u>Grade/Course</u>	<u>Instrument Skill Level</u>	<u>Ensemble Sequence Marker</u>
5 <sup>th</sup> Grade Band	I	Novice
6 <sup>th</sup> Grade Band	II	Novice
7 <sup>th</sup> Grade Band	III	Intermediate
8 <sup>th</sup> Grade Band	IV	Intermediate
Concert Band	V	Proficient
Symphonic Band	VI	Accomplished
Wind Ensemble	VII	Advanced
<b>Jazz Ensemble</b>	<b>*Extension Course</b>	<b>Advanced</b>

#### Course Goals

- Jazz Ensemble students will successfully perform selected literature encompassing a variety of jazz styles; assured styles to perform Swing, Ballad, Latin Jazz and Jazz Funk/Rock
- Jazz Ensemble students will be able to perform within the ensemble setting with appropriate balance, blend, tone, intonation, and stylistic interpretations.
- Jazz Ensemble students will develop skills in improvisation.

#### Artistic Processes

- Create
- Perform
- Respond

#### Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Summary Skill Objectives**

Students will:

- Perform a variety of jazz styles
- Describe typical characteristics of Big Band styles: Swing, Ballad, Latin Jazz, Jazz Funk/Rock
- Creatively improvise in tune, with characteristic tone and style, over a given harmonic chord structure, with a variety of rhythmic and melodic patterns
- Play their instruments in tune and with a characteristic jazz tone, jazz repertoire at NYSSMA levels 3 to 5 with expression, appropriate stylistic interpretation, and technical accuracy.
- Listen to, analyze, and describe their own recorded performances, comment critically, and improve their own performance.
- Listen to, analyze, and describe past and present masters of jazz, comment critically, and describe the interrelationship between jazz, history and culture, and their daily life.

**Assessments**

Ensemble Performances:

- Fall concert
- Winter/Holiday concert
- Jazz Dinner Dance
- Spring concert

Written Concert Evaluation after each performance

- Jazz articulations:

TENUTO/LEGATO FULL VALUE 'DOO'	STACCATO SHORT/DETACHED 'DIT'	ACCENT STRESSED 'DAH'	MARCATO STRESSED AND SHORT 'DAHT'
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Fall Quick fall Shake Gliss

Rip Doit Scoop Bend

## CREATING

*Conceiving and developing new artistic ideas and work.*

### Enduring Understandings

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

### Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

### **Process Components: Plan and Make, Evaluate and Refine**

#### Repertoire

Jazz Ensemble literature at NYSSMA level 3 – 5, in a variety of styles that includes but is not limited to the Units o Study: Swing, Ballad, Latin, Funk/Rock.

#### Tasks

Students will have multiple opportunities to improvise in tune, with characteristic tone and style, over a given harmonic chord structure, with a variety of rhythmic and melodic patterns. Through evaluating and refining their improvisational skills, they will progress three levels of skill development.

- **Novice:** Improvise using blues scale, pentatonic scale, or mixolydian, mode
- **Proficient:** Improvise using a limited number of chord changes; adding arpeggios and passing tones to create a melodic line.
- **Advanced:** Improvise given any scale, mode or chord structure.

#### Assessment

- Individual improvement on targeted improvisational techniques and strategies
- Successfully perform creative, improvised solos during rehearsals and/or formal performances.

## PERFORMING

*Realizing artistic ideas and work through interpretation and presentation.*

### Enduring Understanding

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures.

### Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

**Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present**

### Repertoire

Jazz Ensemble literature at NYSSMA level 3-5, in a variety of styles including but not limited to: Swing, Ballad, Latin Jazz, Jazz Funk/ Rock.

### Tasks

**Students will play their instruments in tune and with a characteristic jazz tone, jazz repertoire at NYSSMA levels 3 to 5 with expression, appropriate stylistic interpretation, and technical accuracy** (*analyze, interpret, rehearse, evaluate, refine, present*) **by:**

- demonstrating through playing and reading, a comprehensive knowledge and application of musical terms and symbols.
- developing and refining a characteristic jazz tone and good intonation at all dynamic levels throughout the range on their instrument.
- performing jazz articulations with control at a wide variety of tempi and style appropriate to the jazz music. play any written solo within ensemble literature with appropriate phrasing
- playing improvised solos within ensemble literature with appropriate phrasing

### Assessment

- successfully perform literature encompassing a variety of jazz styles with appropriate balance, blend, tone, intonation, and stylistic interpretations.
- individual improvement on targeted jazz performance techniques
- successfully perform creative, improvised solos during rehearsals and/or formal performances

## RESPONDING

*Understanding and evaluating how the arts convey meaning*

### Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY LEVEL)

### Essential Question

- How do we judge the quality of musical work(s) and performances?

**Process Components: Analyze, Interpret, Evaluate**

### Repertoire

Jazz Ensemble literature at NYSSMA level 3-5, in a variety of styles including but not limited to: Swing, Ballad, Latin Jazz, Jazz Funk/ Rock

### Tasks

**Students will:**

- Listen to, analyze, and evaluate their own recorded performances, comment critically, and improve their own performance.
- Listen to, analyze, and evaluate past and present masters of jazz identifying effective use of articulation, characteristic jazz tone, stylistic interpretations with focus: Swing, Ballad, Latin Jazz, Jazz Funk/Rock

***Exemplar Big Bands:***

Duke Ellington  
Glenn Miller  
Count Basie  
Tommy Dorsey  
Woody Herman  
Stan Kenton  
Buddy Rich  
Thad Jones Mel Lewis  
Charlie Mingus  
Maynard Ferguson  
Vanguard Big Band  
Gordon Goodwin's Big Phat Band

### Assessment

- Written Concert Evaluation and Reflection

- Class discussion of :

Typical characteristics of **Swing**: swung eighth notes, walking bassline, ride cymbal rhythm pattern (quarter- dotted eighth-sixteenth), piano comps chords

Exemplars of medium tempo swing :

“April in Paris” - Count Basie  
“Shiny Stockings” – Count Basie  
“Hallelujah I Love Her So” – Ray Charles

Exemplars of up tempo swing:

“Four Brothers “– Woody Herman  
“Cherokee” – Charlie Barnet  
“Move” – Miles Davis

Typical characteristics of **Jazz Ballad**: slow tempo, brushes instead of drumsticks, greater dynamic range, often features a soloist

Exemplars of Jazz Ballads:

“Lil Darlin” – Count Basie

	<p>Jazz at Lincoln Center (Wynton Marsalis) Brian Setzer Big Band</p> <ul style="list-style-type: none"> <li>• Interpret jazz articulations symbols</li> <li>• Describe distinguishing characteristics of jazz styles: Swing, Ballad, Latin Jazz, Jazz Funk/Rock</li> </ul>	<p>“I Remember Clifford” – Sammy Nestico “Mood Indigo” – Duke Ellington</p> <p>Typical characteristics of <b>Latin Jazz</b>: additional auxiliary Latin percussion, ostinato bass line instead of walking bass line, piano plays montuno (Latin rhythm) instead of comping chords</p> <p><u>Exemplars of Latin Jazz:</u> “Oye Como Va” – Tito Puente “Caravan” – Duke Ellington “Spain” – Chick Corea</p> <p>Typical characteristics of <b>Jazz Funk/Rock</b>: straight eighth notes, heavy guitar part, electric piano and bass instead of acoustic piano and bass, emphasis on kick drum</p> <p><u>Exemplars of Jazz Funk/Rock:</u> “The Chicken” – Jaco Pastorius “Birdland” – Buddy Rich, “I Wish” - Stevie Wonder “Cameleon” – Maynard Ferguson</p>
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