

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Jazz Band AB</i>	Course Code	<i>N0354-355</i>
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Transcript Title:	Jazz Band		Grades Levels:	9-12	Board Adoption Date:	06/09/2020
Content Area:	Music		GPA Scale:	4.0	Date Course Submitted:	3/13/2020
Credential Required:	Music	Graduation Subject Areas:		Elective	CALPADS Code:	9291
UC/CSU “A-G” Area Approvals:		F		School Site/person that wrote and submitted the course:		Andy Julian/NHHS
Recommend Skills:						
Next course(s):						
Textbook to be used:	Standard of Excellence Jazz Ensemble Method by Dean Sorenson					

COURSE DESCRIPTION (*catalog summary*):

Jazz Ensemble is an advanced performing ensemble that studies class A and AA music literature in the jazz idiom. Instruments represented are Saxophone, Trumpet, Trombone, Guitar, Piano, Bass, and Drum Set/Percussion.

Students will study advanced theory, music improvisation and musical vocabulary used in preparation and performance of concert literature. During the learning process, students will discover the historical concepts for various styles of Jazz music. Students will understand and demonstrate music as a way to create and communicate musical meaning and emotion, identify and demonstrate listening skills, analyze group and individual performances using appropriate musical language and pedagogical skills related to their chosen instruments. Guest clinicians and performers will be used throughout the course to extend the students' knowledge of instrument skills and music literature. Students will develop fundamental artistic and aesthetic understanding by writing critiques of live music concerts. Communication and interpretation skills will be used by the students while producing and performing in their own concerts, which may include collaboration with other arts disciplines.

GOALS (*expected performance outcomes for students*):

- Improvise in different jazz styles
- Demonstrate well-developed rehearsal and performance skills
- Play independently and expressively, with appropriate dynamics, phrasing, and interpretation
- Show aesthetic valuing with written critiques of live and recorded music rehearsals and performances
- Through rehearsal and performance settings students will develop the ability to read and synthesize musical notation and terminology from various musical periods and forms

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- Analyze vocal and music terminology through written and oral tests
- Utilize rigorous standards of quality through analysis of written and oral critiques by festival judges
- Develop, create and support artistic works through public performance
- Assess strengths and weaknesses through small ensemble and individual assessments

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

Adv.MU:E.Cr1: Compose and improvise musical ideas for a variety of purposes and contexts

Adv.MU:E.Cr2.a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts

Adv.MU:E.Cr3.2: Share varied, personally-developed musical works— individually or as an ensemble—that address identified purposes and contexts

Adv.MU:E.Pr4.1: Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Adv.MU:E.Pr4.2: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Adv.MU:E.Pr4.3: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Adv.MU:E.Pr5: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Adv.MU:E.Pr6.B: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Adv.MU:E.Re7.1: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Adv.MU:E.Re9: Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

Adv.MU:E.Cn10: Connect and demonstrate how personal interests, knowledge, and skills relate to choices and intent when creating, performing, and responding to music.

Adv.MU:E.Cn11: Connect and demonstrate the relationships between music and societal, cultural, and historical contexts when creating, performing, and responding.

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

- Written exams on music terminology and theory
- Written and oral critiques of professional and amateur music performances
- Public performances and music festivals

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- Small Section and individual assessments on performance pieces and Improvisation

Unit 1	Length of Unit: 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<u>Music Fundamentals and Rehearsal Etiquette</u>	<i>meter, pulse, pitch, range, tessitura, subdivision, intonation</i>	Adv.MU:E.Pr4.2 Adv.MU:E.Pr5 Adv.MU:E.Re7.1 Adv.MU:E.Re9	<i>Rhythm reading and counting Pitch recognition and adjustment Demonstration of proper playing posture and technique Self-and peer-critique of performance</i>	<i>Instrument Harmony Director S.O.E. Jazz Tuner Metronome</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>simplified reading and technical passages presented to the student</i> Process: <i>guided practice with teacher, peers, and private coaches on altered materials—one-on-one instruction and group, unison performance</i> Product: <i>identification, synthesis, and performance of simplified music and exercises to achieve target</i>		
	Extension – for high achieving students.	Content: <i>higher-level technical exercises and musical excerpts provided, organization of mentor groups</i> Process: <i>regular study and performance of advanced materials; working with developing peers on meeting their performance goals</i> Product: <i>performance of more advanced music and exercises, peer mentoring developing peers</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): Performance assessments in class and through online video submission Written and oral quizzes on notation reading, theory, ear training, and piece recognition			
	Summative Assessments (unit final evaluation): Public Concert performance Written examination Written self-reflection			

Unit 2	Length of Unit: 10 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Sight-Reading, Notation Fluency, and Basic Expression	<i>coda, del segno, da Capo, repeat signs, accelerando, ritardando</i>	Adv.MU:E.Cr2 Adv.MU:E.Cr3.1 Adv.MU:E.Cr3.2 Adv.MU:E.Pr6	<i>Music sight-reading and internalization Analysis of expressive playing Demonstration of proper playing posture and technique Self-and peer-critique of performance</i>	<i>Instrument Harmony Director S.O.E. Jazz Concert Pieces</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>simplified reading and technical passages presented to the student</i> Process: <i>guided practice with teacher, peers, and private coaches on altered materials—one-on-one instruction and group, unison performance</i> Product: <i>identification, synthesis, and performance of simplified music and exercises to achieve target</i>		
	Extension – for high achieving students.	Content: <i>higher-level technical exercises and musical excerpts provided, organization of mentor groups</i> Process: <i>regular study and performance of advanced materials; working with developing peers on meeting their performance goals</i> Product: <i>performance of more advanced music and exercises, peer mentoring developing peers</i>		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Performance assessments in class and through online video submission Written and oral quizzes on notation reading, theory, ear training, and piece recognition			
	Summative Assessments (<i>unit final evaluation</i>): <i>Public Concert performance</i> <i>Written examination</i> <i>Written self-reflection</i>			

Unit 3	Length of Unit: 7 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Big Band Collaboration and Performance	Active listening, blend, balance, melody, countermelody, harmonic accompaniment	Adv.MU:E.Pr4.1 Adv.MU:E.Pr4.2 Adv.MU:E.Pr4.3 Adv.MU:E.Pr5 Adv.MU:E.Pr6	Adjusting one’s performance in response to what is being heard from the rest of the ensemble Monitoring one’s performance to blend and balance in relation to the rest of the ensemble	Instrument Harmony Director Concert Pieces Representative Recordings
Differentiation	Support -- for students who are struggling with the content	Content: simplified reading and technical passages presented to the student Process: guided practice with teacher, peers, and private coaches on altered materials—one-on-one instruction and group, unison performance Product: identification, synthesis, and performance of simplified music and exercises to achieve target		
	Extension – for high achieving students.	Content: higher-level technical exercises and musical excerpts provided, organization of mentor groups Process: regular study and performance of advanced materials; working with developing peers on meeting their performance goals Product: performance of more advanced music and exercises, peer mentoring developing peers		
Evaluation	Formative Assessments (ongoing & mid-lesson): Performance assessments in class and through online video submission Written and oral quizzes on notation reading, theory, ear training, and piece recognition			
	Summative Assessments (unit final evaluation): Public Concert performance Written examination Written self-reflection			

Unit 4	Length of Unit: 10 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Solo and Jazz Combo Performance	conducting, beat patterns, cues, rehearsal notation, chord symbols, concert production	Adv.MU:E.Re7.1 Adv.MU:E.Re7.2 Adv.MU:E.Re9 Adv.MU:E.Cn10 Adv.MU:E.Cn11	Selecting, rehearsing, and performing representative solo and jazz combo literature from the standard repertoire. Analyzing and critiquing one's own performance, and performances of peers	Instrument REAL Book Tuner Metronome Representative recordings
Differentiation	Support -- for students who are struggling with the content	Content: simplified reading and technical passages presented to the student Process: guided practice with teacher, peers, and private coaches on altered materials—one-on-one instruction and group, unison performance Product: identification, synthesis, and performance of simplified music and exercises to achieve target		
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