



Grade 9-12 Jazz Band - Unit 1 - Introduction to Jazz Band

Unit Focus

This first unit focuses on developing the jazz band sound, including but not limited to rhythmic literacy, musical expression, and composer intent. In this unit, highly skilled student musicians in grades 9-12 in this auditioned ensemble work together to build their jazz skills. Because this is the first in-school experience students will have with the jazz idiom, they will be introduced to the rhythms, styles, and articulations that are unique to this music.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Music Harmonizing Instruments: HS Proficient <ul style="list-style-type: none">• Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and threeor-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). (MU:Cr1.1.HSI.a)• Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and threeor-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). (MU:Cr2.1.H.HSI.a)• Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). (MU:Cr3.2.H.HSI.a)• Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances. (MU:Pr5.1.H.HSI.a)• Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns),	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 the styles of music found in the jazz idiom are different from those found in concert and marching band, but they do share many similarities. U2 many foundational elements of concert and marching band are applied to jazz. U3 individual effort and participation are directly related to the success of the ensemble as a whole. U4 listening to quality jazz music performed by professionals is essential to understanding how to play it. U5 artists improve the quality of a performance through a cycle of deliberate practice and examination of results. U6 learning a new vocabulary of rhythms and articulations is essential to successfully playing jazz music. U7 scale studies are directly related to the development of improvisation skills.	<i>Students will keep considering...</i> Q1 How much freedom do I have to be creative and also work within established criteria? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 How does knowing more about the topic change or deepen my understanding? Q4 How do I use what I visualize/ imagine and make it come to life?

Stage 1: Desired Results - Key Understandings

<p>demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). (MU:Pr6.1.H.HSL.a)</p> <p>Music Traditional And Emerging Ensembles: HS Proficient</p> <ul style="list-style-type: none"> 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. (MU:Pr4.1.E.I.a) 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. (MU:Pr5.1.E.I.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. (MU:Pr6.1.E.I.a) <p>Music Traditional and Emerging Ensembles: Intermediate</p> <ul style="list-style-type: none"> Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. (MU:Cr3.2.E.8a) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1) 	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 jazz articulations: dit/daht/doo/dah and how they differ from concert/marching band</p> <p>K2 what a quality jazz sound is—both big band and individual artists.</p> <p>K3 posture, solid air support, and proper embouchure are the building blocks of producing quality tone.</p> <p>K4 swung eighth notes as opposed to straight eighth notes and how to count/feel.</p> <p>K5 the structure of a blues scale.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 playing with accurate style/articulation in a variety of jazz/rock genres.</p> <p>S2 performing selected literature encompassing a variety of jazz styles - Swing, Ballad, Latin Jazz and Jazz Funk/Rock.</p> <p>S3 listening within the section to blend with the section sound.</p> <p>S4 listening across the ensemble to hear how their part fits with others.</p> <p>S5 playing a wide variety of jazz band repertoire from different composers, genres, and styles.</p> <p>S6 vocalizing their own instrumental parts within an ensemble.</p> <p>S7 sight-reading repertoire accurately and expressively at one level below performance level.</p> <p>S8 playing the F Blues scale.</p>