Grade 9-12 Jazz Band - Unit 2 - Developing the Jazz Band Sound

Unit Focus

This unit will focus on expanding students' knowledge gained in Unit 1, further developing the foundational elements of jazz that they are incorporating into their playing. Elements of improvisation will be introduced, using simple chord progressions and scales, including the blues scale.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Music Harmonizing Instruments: HS Proficient

- 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

Transfer

Students will be able to independently use their learning to...
T1 Make appropriate choices as a responsible, respectful participant within a communal artistic experience

Meaning

Understanding(s)

Students will understand that...
U1 consistently listening to professional jazz recordings will help to better understand and prepare their own parts.
U2 producing good quality tone is essential when playing in a jazz band with other musicians.
U3 blending with the musicians in your section and balancing with musicians in other sections is crucial to a high quality jazz band sound.
U4 being flexible and creative when making decisions about articulations, form, soloing, etc. is important when playing in a jazz ensemble.

Essential Question(s)

Students will keep considering...
Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?
Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 how to demonstrate technical skill in applying principles of composition/ improvisation and originality in developing and organizing musical ideas.

Skill(s)

Students will be skilled at...
S1 tuning their own instrument using various mediums (piano, tuner, reference pitch).
S2 analyzing their sheet music to identify form, key signature application, tempo

Stage 1: Desired Results - Key Understandings		
picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). (MU:Pr6.1.H.HSI.a) Music Traditional And Emerging Ensembles: HS Proficient • 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) **Madison Public Schools Profile of a Graduate** • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	**K2** Jazz Band styles: swing, blues, Latin (bossa nova, samba, salsa), ballad, second line, rock, funk, shuffle, waltz. **K3** Jazz Band vocabulary: vamp, chorus, comp, walking bass line, syncopation, cadence, improv, Head Chart, Lead Sheet, chord progression/changes. **K4** Scales: pentatonic, blues, major/minor, modes **K5** Rhythm section: accompaniment patterns in a variety of styles.	application, tempo adjustments, style, style adjustments, etc. **S3** making decisions based on solid musical reasoning with other members of the ensemble that are independent from the director's wishes. **S4** taking musical risks. **S5** playing basic improvisations over simple changes.