



Grade 9-12 Jazz Band - Unit 3 - Rehearse, Evaluate and Refine

Unit Focus

In this final unit, students will analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Jazz Band musicians will perform in concert performances that will allow them to perform varying genres of jazz that they have learned and reinforced, using appropriate style, tone, technique, and improvisation.

Throughout the year students have performed varying genres of jazz to demonstrate their understanding of style, tone, technique, and improv. Genres may include: Swing, Blues, Ballad, Latin, Samba, Salsa, Bossa Nova, Second Line Beat, Rock, Funk, Shuffle, & Jazz Waltz.

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 	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will be able to independently use their learning to...</i> T1 Capture the feeling or emotional response which an artistic piece elicits <i>Students will understand that...</i> U1 a performer must adapt their performance to fit the style, tone, articulation, and timing of the composition. U2 the many different genres of jazz are audibly differentiated by style of eighth notes, instrumentation, and quality of tone. U3 the roles of the individual musician vary in ensemble performance according to the instrumentation needs and the style or genre of a piece. U4 the creative use of rhythmic and harmonic structure varying the original compositional materials and changes make solos stand out. U5 "practicing like you perform" is important in order to prepare for a quality performance. U6 developing and demonstrating appropriate behavior, both as a performer and as an audience member, during performances, is an essential skill. U7 the process of rehearsing, evaluating, and refining is ongoing and essential to a quality performance. U8 jazz theory allows musicians a better understanding of compositional demands for form and chord structure.	<i>Students will keep considering...</i> Q1 How do I show mood or feeling in this work of art? How did the audience/ viewers respond? Did what I was trying to express work? Q2 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>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)</p> <ul style="list-style-type: none"> 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:Pr6.1.H.HSI.a) <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>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) 	<p><i>Students will know...</i></p> <p>K1 how to properly participate in the rehearsal and refinement process leading up to a performance.</p> <p>K2 how stage decorum and concert dress affects the performance.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 presenting performances with a varied repertoire of music that includes repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p> <p>S2 refining their individual parts in order to prepare a quality performance for an audience.</p> <p>S3 refining the ensemble sound as a whole in order to prepare a quality performance for an audience.</p> <p>S4 playing improvised solos within ensemble literature with appropriate phrasing.</p>