

Middle School Vocal Jazz Ensemble

| <p>Instructional Focus: Vocal Jazz Ensemble is a performance class, open to both singers and instrumentalists (for rhythm section). The student will develop improvisational skills, understanding of the jazz format, and the chord progressions that create the jazz genre. Students will be required tossing individually to learn to hold close harmonies, and to manipulate the form, underlying pieces for a particular performance. Scheduled performances are required and a part of class assessment.</p> | | |
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| Standards | Objectives | Examples |
| B5 | <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate proper skills and technique with increased control of breath control, posture, and tone production. Sing with expression and technical accuracy | Individual Vocal Performance |
| A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11 | <p>Students will:</p> <ul style="list-style-type: none"> Develop ensemble skills including: Vocal blend; matching dynamics; appropriate sound/style; and respond to the cues of the conductor. 2 or 3 part with or without accompaniment. Expand awareness of correct intonation within an ensemble. Develop the ability to play both melodic and harmonic parts. Develop awareness of all voices within an ensemble. Develop ability to play with expression. Demonstrate proper concert and rehearsal etiquette. Experience performing in various sized groups. | Ensemble Performance |
| A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11 | <p>Students will:</p> <ul style="list-style-type: none"> Perform notes, rhythms and meters as required by choral literature representing various cultures, genres, styles, and time periods up to grade 2. Demonstrate the ability to read a vocal score of up to four staves, by describing how the elements of music are used. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. | Knowledge of Notation |
| A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11 | <p>Students will:</p> <ul style="list-style-type: none"> Clap, tap, or sing simple rhythm patterns using a prescribed technique such as Kodaly or Solfege. Sing simple melodies and 2-part songs in various major and minor keys. Improvise short melodies or appropriate harmony around a given chord progression or melody. Improvise melodies using rhythmic and melodic variations. Recognize the characteristic sound of major and minor scales. Play increasingly complex melodies and rhythmic patterns by rote. | Sight reading and Improvising |
| A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11 | <p>Students will:</p> <ul style="list-style-type: none"> Create alone and with others using an extended diatonic range of 12 notes with intermediate note values, given the key, and meter. | Writing notation |
| A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11 | <p>Students will:</p> <ul style="list-style-type: none"> Explore how music in the world influences events, scenes, emotions, cultures or ideas. Compare/Contrast universal themes in music such as love, war, childhood, community, etc. Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures. | US and World Music, Alaska Native Cultures and their music |
| A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11 | <p>Students will:</p> <ul style="list-style-type: none"> Analyze the uses of elements in given aural examples representing diverse genres and cultures. | Compare/Contrast differences in the music of world cultures |

Alaska Arts Standards for Music

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| A. CREATE | |
| Imagine and develop artistic ideas and work | |
| <i>Anchor Standard #1: Generate and conceptualize artistic ideas and work</i> | |
| Enduring Understanding | Essential Question |
| The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. | How do musicians generate creative ideas? |
| <i>Anchor Standard #2: Organize and develop artistic ideas and work</i> | |
| Enduring Understanding | Essential Question |
| Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent. | How do musicians make creative decisions? |
| <i>Anchor Standard #3: Refine and complete artistic work</i> | |
| Enduring Understanding | Essential Question |
| Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria. | How do musicians improve the quality of their creative work? |
| B. PRESENT | |
| Interpret and share artistic work | |
| <i>Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production</i> | |
| Enduring Understanding | Essential Questions |
| Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire. | How do performers select their musical repertoire? How do performers interpret musical works? |
| <i>Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production</i> | |
| Enduring Understanding | Essential Question |
| Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills. | How do musicians improve the quality of their performance? |
| <i>Anchor Standard #6: Perform, present, and/or produce artistic work</i> | |
| Enduring Understanding | Essential Question |
| The context of time, place, and culture in which a work is presented influences audience response. | How do context and the manner in which musical work is presented influence audience response? |

C. RESPOND

Understand and evaluate how the arts convey meaning

Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions

Enduring Understanding

Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.

Essential Question

How does understanding the structure and context of music inform a response?

Anchor Standard #8: Interpret intent and meaning in artistic work

Enduring Understanding

Musicians provide clues to their expressive intent through the use of elements and structures of music.

Essential Question

How do we detect musical creators' and performers' expressive intent?

Anchor Standard #9: Apply criteria to evaluate artistic work

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Essential Question

How do we evaluate the quality of musical works and performances?

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding

Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.

Essential Question

How do musicians make meaningful connections in order to create, perform and respond?

Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding

Enduring Understanding

Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

Essential Question

How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?