

Course: *Jazz Improvisation*
Unit #1 - Fundamental Jazz Concepts

Year of Implementation: 2023-2024

Curriculum Team Members

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- **1.3B.12prof.Cr1a:** Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
- **1.3B.12acc.Cr1a:** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- **1.3B.12adv.Cr1a:** Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
- **1.3B.12prof.Cr2a:** Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
- **1.3B.12prof.Cr2b:** Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary). New Jersey Department of Education 78 June 2020Accomplished
- **1.3B.12adv.Pr6a:** Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
- **1.3D.12adv.Cr1a:** Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.

- **21st Century Life & Career Standards**

- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to perform improvised solos in the style of a selected artist.

As aligned with LRHSD Long Term Learning Goal(s):

- understand the principles that govern the elements of music
- apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing independently and collaboratively
- critique and be critiqued in a helpful and ethical manner

Enduring Understandings

Students will understand that . . .

EU 1

producing a full, expressive, colorful tone on your instrument is essential for developing jazz conception.

Essential Questions

EU 1

- Are musicians ever satisfied with their tone?
- Which is more important, playing with a good tone or playing in tune?
- Can improvisers be effective without playing with a good tone?

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| <p><i>EU 2</i> the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p><i>EU 3</i> improvising musicians will often use special phrasing ideas and articulations that are idiomatic to their specific instruments to enhance their solo performance.</p> | <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What benefits come from copying the jazz conception of a particular artist? • How do musicians generate creative ideas? • How do improvisers generate emotion in their solos? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can articulations provide ideas for your improvisations? • What musical aspects make a piece sound like a "jazz" piece versus another genre? • What expressive techniques exist in music and how can they be incorporated in your improvisations? |
| <p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● playing long tones will develop your tone on your instrument. (1.3B.12prof.Cr2a, 1.3B.12prof.Cr1a) ● practicing with a tuner will improve your overall intonation on your instrument. (1.3B.12prof.Cr2a, 1.3B.12prof.Cr1a) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • how emulating a professional's concept impacts the development of their own sound. (1.3B.12acc.Cr1a) | <p><u>Skills</u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • perform long tones in various ranges on their instrument while maintaining proper intonation. (1.3B.12prof.Cr2a, 1.3B.12prof.Cr1a) • perform long tones in pairs and smaller groups to develop tonal awareness and blend/balance. (1.3B.12prof.Cr2a, 1.3B.12prof.Cr1a) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • identify performances of a variety of famous musicians by ear. (1.3B.12prof.Cr2b) • properly identify artists in the lineage of those that play their same instrument.(1.3B.12adv.Pr6a) |

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| <ul style="list-style-type: none"> the importance of studying a diverse range of artists will deepen understanding of musical concepts. (1.3B.12adv.Pr6a) <p><i>EU 3</i></p> <ul style="list-style-type: none"> copying the style of a jazz legend means to copy their phrasing and articulation along with the melodies they play. (1.3B.12adv.Cr1a, 9.4.12.Cl.2) how to execute characteristic articulations on their specific instruments. (1.3.C.12int.Cr1a 9.4.12.Cl.2) | <p><i>EU 3</i></p> <ul style="list-style-type: none"> properly perform melodies with jazz improvisers while copying their phrasing and articulation ideas.(1.3B.12adv.Cr1a) improvise or interpret a piece of music with a characteristic improvisation.(1.3.C.12int.Cr1a) rhythmically embellish folk songs or classical melodies to give them a swing feel. (1.3D.12adv.Cr1a) |
| Stage Two - Assessment | |
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| Stage Three - Instruction | |

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Teacher – led discussion on the importance of long tones. (A EU1)
- **Teacher – led discussion on ways to incorporate long tones into a practice routine.** (A EU1)
- Develop a practice regimen that addresses benchmark levels for long tones. (M EU1)
- Playing basic scales, arpeggios, etudes along with the metronome. (M EU1)
- Performing basic rhythms with a metronome on a drum set. (M, EU2)
- Teacher – led discussion and demonstration of syncopation. (A EU2)
- **Performing basic scales and arpeggios in a “syncopated” style.** (M EU2)
- Improvising over a particular chord, using a single mode, while playing in a straight and syncopated style. (T EU2)
- Listening to jazz solos and discussing phrasing and articulations. (A EU3)
- Generate a list of expressive devices that you are able to execute and implement into an improvisation. (A EU3)
- Perform a selected folk song or “rote melody” in a swing style (T, EU3)
- **Perform improvisations on chord vamps utilizing the various expressive devices you’ve listed.** (M, T EU3)

Pacing Guide

| Unit # | Title of Unit | Approximate # of teaching days |
|---------------|-----------------------------|---------------------------------------|
| 1 | Fundamental Jazz Concepts | 60 |
| 2 | Chord / Scale Relationships | 60 |
| 3 | History and Repertoire | 60 |

Instructional Materials

- Transcription Books
- Jamey Aebersold's Jazz Handbook
- Access to music streaming service
- iReal Pro app

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.