

Course: *Jazz Improvisation*
Unit #2 - Chord/Scale Relationship

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.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 2020 Accomplished

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

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 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 (NJSLS) 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 of chord/scale theory to improvise and compose solos on standard jazz repertoire.

Department Goals:

- develop creative thinking and problem-solving skills
- understand the principles that govern the elements of music

Enduring Understandings

Students will understand that . . .

EU 1

chord symbols are shorthand for specific collections of notes.

EU 2

scales have specific relations to chord symbols.

EU 3

a mastery of performing scales and chords is crucial to successful improvisation.

Essential Questions

EU 1

- In which instances are chord/scale relationships arbitrary due to a particular harmonic setting?
- In what ways are chord symbols effective or not effective?

EU 2

- How can chords be created using scales?
- What purpose does fermata practice have?

EU 3

- How have master jazz musicians utilized scalar ideas in their improvisational repertoire?
- In what ways can scale mastery lead to better solos?
- Why is hearing a chord as important as seeing a chord?

Knowledge

Skills

Students will know . . .

EU 1

- how to interpret the shorthand of chord symbols. (1.3B.12prof.Cr1a)
- how to notate and add chord symbols to a given melody.(1.3B.12prof.Cr1a)

EU 2

- how the diatonic modes relate to chord symbols (MAJ7,Dom7,min7,min7b5). (1.3B.12prof.Cr2b:)
- altered harmonies come from outside the 7 major diatonic modes. (1.3B.12prof.Cr2b:)

EU 3

- various ways to alter specified chord changes through substitutions. (1.3B.12prof.Cr2a)
- how to apply multiple scales to the same chord. (1.3B.12prof.Cr2a)

Students will be able to . . .

EU 1

- write notes on the staff that are indicated by chord symbols. (1.3B.12prof.Cr1a)
- identify guide tones and extensions.(1.3B.12prof.Cr1a)
- notate polychords. (1.3B.12prof.Cr1a)
- label the same chord different ways using jazz notation. (Maj7, M7, Δ 7, etc.) (1.3B.12prof.Cr1a)

EU 2

- perform the commonly associated scales to the given chord on a lead sheet. (1.3B.12prof.Cr2b:)
- identify parent scales of altered harmonies. (Major, Melodic, Minor, Harmonic Minor, etc.) (1.3B.12prof.Cr2b:)

EU 3

- play altered, diminished, and blues scales on their instrument and place them in an improvised solo. (1.3B.12prof.Cr2a, 9.2.12.CAP.2, 9.4.12.CI.2)
- apply tritone substitutions over a ii-V-I on the V chord. (1.3B.12prof.Cr2a)
- use pentatonic scales outside of the key of a chord to alter its sound. (1.3B.12prof.Cr2a)

Stage Two - Assessment

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 construction of modes and chord symbols.** (A, EU1, EU2)
- Students will perform dorian modes in various keys on their instrument. (M, EU1, EU2)
- Students will listen to examples of dorian improvisations. (A, EU1, EU2)
- Students will improvise their own solo using only notes from the dorian scale. (T, EM1, EU2)
- Students will express three moods such as anger, joy and sorrow using only their dorian improvisations. (T, EU1, EU2, EU3)
- **Using transcriptions of Miles Davis song “So What?” students will discuss the use of dorian and other tools in the creation of musical art.** (M, EU3)
- Teacher – led discussion on Roman numeral analysis and mode order. (A, EU1, EU2)
- Students will improvise using mixolydian and Ionian mode over a V7-I progression. (M, EU3)
- Students will play corresponding chords/scales over Miles Davis “Tune Up” highlighting the ii-V-I progression. (T, EU1, EU2, EU3)
- Write the corresponding scale for each chord of a jazz standard. (M, EU1, EU2)
- **Compose an original tune using the ii-V-I progression.** (T, EU3)
- Students will apply the tritone substitution over the ii-V-I progression. (M, T, EU2, EU3)
- Teacher – led discussion on playing on both sides of the changes. (A, EU1, EU2)
- Students will apply the “both sides” concept to a new modal tune. (M, T, EU2, 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.