

**Course:** Jazz Band  
**Unit #1:** Developing a Jazz Concept

**Year of Implementation:** 2024-2025

**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.12adv.Pr4b: Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.
- 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- 1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

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

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

- **Interdisciplinary Content Standards**

- 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

- **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:** <https://www.nj.gov/education/amistad/about/>

**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 demonstrate their learning through a performance of compositions and arrangements in both a traditional and jazz style

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.org/Page/6163>

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

Enduring Understandings

Students will understand that . . .

*EU 1*

improvements in tone quality can be achieved through individual study and modeling of professionals.

*EU 2*

syncopation and swing are essential rhythmic components that define the jazz style.

*EU 3*

jazz musicians often use special phrasing, ideas, and articulations that are idiomatic to their specific instruments to enhance their section and solo performances.

Essential Questions

- What benefits come from modeling the jazz conception of a particular artist or ensemble?

Knowledge

Students will know . . .

Skills

Students will be able to . . .

EU 1

- the benefit of playing long tones on their instrument. (1.3B.12adv.Pr4b)
- the purpose and use of a tuner and how it relates to their overall intonation on their instrument in an ensemble setting. (1.3B.12adv.Pr4b)

EU 2

- that their ability to play syncopation with a metronome will build (1.3B.12adv.Pr4b)
- their own sense of internal time and benefit the ensemble. (1.3B.12adv.Pr4b)
- that using a metronome at various speeds will help build dexterity and swing feel on scales and arpeggios. (1.3B.12adv.Pr4b)

EU 3

- how to identify the style of a legendary jazz ensemble by focusing on phrasing and articulation through active listening. (1.3B.12prof.Re9a, 1.3C.12prof.Cr2a)
- the development of their individual jazz conception broadens as they study a variety of jazz ensembles' approaches and as they themselves become more diverse musicians. (1.3B.12prof.Re9a, 1.3C.12prof.Cr2a)

*EU 1*

- perform long tones in various ranges on their instrument while maintaining proper intonation. (1.3B.12adv.Pr4b)
- adjust their intonation, if necessary, while performing in an ensemble setting. (1.3B.12adv.Pr4b)

EU 2

- improvise music in a given key a cappella while maintaining a consistent tempo. (1.3B.12adv.Pr4b)
- perform various scales and arpeggios at differing speeds in time with a metronome and/or the rhythm section. (1.3B.12adv.Pr4b)
- incorporate swing and traditional styles while sight reading in an ensemble setting. (1.3B.12adv.Pr4b)

EU 3

- properly perform jazz ensemble repertoire while implementing stylistically appropriate phrasing and articulation. (1.3B.12prof.Re9a, 1.3C.12prof.Cr2a)
- apply stylistically appropriate phrasing and articulations to a piece of music they've never played before. (1.3B.12prof.Re9a, 1.3C.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. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. 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**

- Discussion on the importance of long tones. **(A, EU1)**
- 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 with a metronome. **(M, EU1, EU2)**
- Performing syncopated rhythmic passages with a metronome. **(M, EU2)**
- Discussion and demonstration of syncopation. **(A, EU2)**
- Performing basic scales and arpeggios in a “syncopated” style. **(M, EU1, EU3)**
- Improvising while playing in a straight and syncopated style. **(T, EU2)**
- **Listening to jazz ensembles and discussing phrasing and articulations. (A, EU3)**
- **Develop a listening regimen that addresses benchmark levels for hearing nuances between ensembles being studied. (M, EU3)**
- Generate a list of expressive devices such as articulations and dynamics that you are able to hear and implement into an ensemble setting. **(A, EU1-3)**
- **Sight read and rehearse ensemble music utilizing the various expressive devices you’ve listed. (M, T, EU3)**
- **Discussion of professional-level jazz instruments, equipment, and practice techniques. (A, M, EU1-2)**
- Performing charts at various adjudicated jazz festivals and competitions. **(T, EU1, EU2, EU3)**

## Pacing Guide

{This chart will be identical in all of the units for this course.}

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Developing a Jazz Concept	40
2	Improvising in a Jazz Ensemble	45
3	Composing and Arranging Jazz Music	50

### **Instructional Materials**

- Additional purchases for music library
  - Repertoire/Charts, Etudes, Duet Books. Varies by program and by student needs
- Equipment based on ensemble need
  - Instruments, Accessories, Amps, Wires and plugs
- Sight reading factory subscription
- Access to historically significant recordings
  - YouTube Premium, Spotify, Scribd

### **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.