

**Course:** Jazz Band  
**Unit #2:** Improvising in Jazz Ensemble

**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.
- 1.3D.12nov.Cr3b: Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
- 1.3D.12prof.Cr3a: Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
- 1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or 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.
- 1.3D.12int.Cr1a: Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.

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

- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

○ **Interdisciplinary Content Standards**

- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
  - 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 apply their learning to create improvised solos throughout the ensemble repertoire.

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

1. develop creative thinking and problem-solving skills
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
5. communicate creative responses, processes, and works about themselves, their culture, and society

Enduring Understandings

Students will understand that. . .

*EU 1*

chord symbols are shorthand specific collections of notes.

*EU 2*

modes and scales have specific relations to chord symbols

*EU 3*

Essential Questions

- In what ways does applying improvisational skills translate to other components of jazz performance?

active listening is a crucial component of continued development as an improviser.

Knowledge

*Students will know . . .*

*EU 1*

- the shorthand of chord symbols. (1.3B.12adv.Pr4b)

*EU2*

- how the diatonic modes relate to chord symbols (1.3D.12prof.Cr3a)
- altered harmonies come from outside the 7 major diatonic modes. (1.3D.12prof.Cr3a)

*EU3*

- various ways to alter specified chord changes through substitutions. (1.3D.12nov.Cr3b)

Skills

*Students will be able to . . .*

*EU 1*

- write notes on the staff that are indicated by chord symbols. (1.3B.12prof.Pr4b)
- identify guide tones and extensions. (1.3B.12prof.Pr4b)
- notate polychords. (1.3B.12prof.Pr4b)
- label the same chord different ways using jazz notation (1.3B.12prof.Re9a)

*EU2*

- perform the correct scales to the given chord on a lead sheet. (1.3B.12prof.Re9a)
- identify parent scales of altered harmonies. (1.3D.12int.Cr1a)
- prioritize tones of modes for modal playing. (1.3D.12int.Cr1a)

*EU3*

- play altered, diminished, and blues scales on their instrument and place them in an improvised solo.(1.3B.12adv.Pr4b)
- apply tritone substitutions over a ii-V-I on the V chord. (1.3B.12adv.Pr4b)
- use pentatonic scales outside of the key of a chord to alter its sound. (1.3B.12adv.Pr4b)
- improvise or interpret a piece of music in a jazz style. (1.3B.12adv.Pr4b)

**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. 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 construction of modes. (A, EU1)
- Discussion on Roman numeral analysis and mode order. (A EU1-2)
- **Teacher-led discussion on the tri-tone substitution in jazz as derivative of German 6th Chords.** (A, EU1)
- Students will listen to examples of dorian improvisations. (A, EU2)
- Discussion on playing on both sides of the changes. (A, EU3)
- Using transcriptions of the Miles Davis song “So What?” students will discuss the use of dorian and other tools in the creation of musical art. (M, EU1, EU3)
- Students will perform dorian modes in various keys on their instrument. (M, EU2)
- Students will improvise using mixolydian and Ionian mode over a V7-I progression. (M, EU1, EU3)
- Students will apply the tri-tone substitution over the ii-V-I progression. (M, EU1, EU3)
- Students will apply playing half steps above and below chord progressions to “So What.” (M, EU3)
- Write the corresponding scale for each chord of a jazz standard. (M EU1, EU2)
- Students will play corresponding chords/scales over Miles Davis “Tune Up” highlighting the ii-V-I progression. (T, EU1, EU3)
- Compose an original tune using the ii-V-I progression. (T, EU1, EU3)
- Students will improvise over a tune built in ii-V-I progressions and apply the tri-tone sub concept to those tunes. (T, EU1, EU3)
- **Students will apply the both sides concept to a new modal tune.** (T, EU1, EU3)
- Students will improvise their own solo using only notes from the dorian scale. (T, EU2, EU3)
- **Students will express three moods such as anger, joy and sorrow using only their dorian improvisations.** (T, EU2)

## 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
- Equipment based on ensemble need
- Sight reading factory
- Access to historically significant recordings

## 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.