

CURRICULUM

FOR

JAZZ ENSEMBLE

GRADES 9 -12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Robert Van Wyk

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Jazz Ensemble
Grades 9 -12

Date of Board Adoption:
October 28, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM

Jazz Ensemble: Grade 9-12

PACING GUIDE

Unit	Title	Pacing
1	Introduction to the Pentatonic Scale/Mixolydian Mode	2 weeks
2	Introduction to the Blues Scale	2 weeks
3a	Jazz Performance Style and Techniques for brass and woodwind instrumentalists	2 weeks
3b	Introduction to “Comping” for rhythm section instrumentalists	2 weeks
4	Introduction to Dorian Mode	2 weeks
5	Advancing Musicianship through Jazz Repertoire	6 weeks
6	Responding to Music as a Jazz Musician: Evaluating Music and Music Performance	2 weeks
7	Responding to Music as a Jazz Musician: Understanding Music in Relation to History and Culture	2 weeks

As music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc....). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Introduction to the Pentatonic Scale/Mixolydian Mode

Target Course/Grade Level: Jazz Ensemble, Grades 9-12

Unit Summary: Students will review basic instrument techniques and relate them to specific jazz style and performance. Students will review all major scales. Students will begin study of the pentatonic and mixolydian scales. Students will continue to develop using repertoire from a variety of genres, styles, cultures, and time periods.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 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.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3D.12prof.Cr1a.** Create melodic, rhythmic and harmonic ideas for 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, finger picking patterns).
- 1.3D.12prof.Cr1a.** Create melodic, rhythmic and harmonic ideas for 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, finger picking patterns).
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Jazz is truly an American musical art form with its own unique language of interpretation and expression.
- A well-educated jazz musician must be able to perform in a wide range of musical styles or be able to enter into discussions with other musicians about various musical styles, genres, or performance media.
- Swing style is unique to the jazz idiom.
- The art of “comping” and improvising is a unique and important skill set within the jazz performance idiom.
- Utilizing music terminology and reading music is imperative to musical performance.
- Articulation markings in the jazz idiom may require stylized versions.
- Expressive and technical markings require stylistic choices within the jazz idiom.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Listening and ear training is a crucial skill in the jazz idiom.

Unit Essential Questions:

- What is the relationship between a Major scale and a Pentatonic Scale?
- What are major chords?
- What are dominant seventh chords?
- What is the hierarchy of rhythm?

- What are swung eighth notes?
- What is slash notation?
- What are half steps and whole steps?
- What is a chromatic scale?

Knowledge and Skills:

Students will know...

- All 12 major scales.
- Bb chromatic scale.
- Bb and F pentatonic scales.
- Bb and F mixolydian scales.
- The hierarchy of rhythm.

Students will be able to...

- Perform all 12 major scales.
- Perform a Bb chromatic scale.
- Perform a Bb and F pentatonic scale.
- Perform a Bb and F mixolydian scale.
- Perform stylistically appropriate swung eighth notes.
- Apply accent performance techniques in the jazz style.
- Listen to short motif derived from a pentatonic scale and repeat it on their instrument.
- Listen to a short motif derived from a blues scale and repeat it on their instrument.
- Perform in multiple time signatures and key signatures.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills (may utilize online or recording resources).
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warm-ups and Exercises.**
- **Playing Catch:** A fun, informal way of practicing ear training, developing jazz style, and building improvisation motifs. Using a rhythm section blues background (Jamey Aebersold) until rhythm section can fill this role, the instructor plays a short motif based on a specific scale. The ensemble plays it back in the next measure, using the same jazz style.
- **Playing Catch II:** Same exercise, but now a student plays the role of instructor and creates the short motif.
- **Hot Potato:** Using a rhythm section blue background (Jamey Aebersold) until the rhythm section can fill this role, go around the ensemble as each member plays a two measure motif of their own choosing. This is wonderful for starting the improvisation process.
- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
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- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Introduction to the Blues Scale

Target Course/Grade Level: Jazz Ensemble, Grades 9-12

Unit Summary: Students will review basic instrument techniques and relate them to specific jazz style and performance. Students will review all major scales. Students will begin study of the blues scale. Students will continue to develop using repertoire from a variety of genres, styles, cultures, and time periods.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

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Students will know...

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- Bb and F blues scales.
- Bb and F pentatonic scales.
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Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Jazz Performance Style and Techniques

Target Course/Grade Level: Jazz Ensemble, Grades 9-12

Unit Summary: Students will review basic instrument techniques and relate them to specific jazz style and performance. Students will review all major scales. Students will continue study of the blues scale and the pentatonic scale. Students will continue to develop using repertoire from a variety of genres, styles, cultures, and time periods.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
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Career Readiness, Life Literacies, and Key Skills:

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Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Jazz is truly an American musical art form with its own unique language of interpretation and expression.
- A well-educated jazz musician must be able to perform in a wide range of musical styles—or be able to enter into discussions with other musicians about various musical styles, genres, or performance media.
- Swing style is unique to the jazz idiom.
- The art of “comping” and improvising is a unique and important skill set within the jazz performance idiom
- Utilizing music terminology and reading music is imperative to musical performance.
- Articulation markings in the jazz idiom may require stylized versions
- Expressive and technical markings require stylistic choices within the jazz idiom.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Listening and ear training is a crucial skill in the jazz idiom.

Unit Essential Questions:

- What is the hierarchy of rhythm?
- What are swung eighth notes?
- What does the accent staccato marking require the performer to do?
- What does the accent tenuto marking require the performer to do?
- What does the accent marking require the performer to do?

- What does the cap accent marking require the performer to do?
- What does the compound tenuto staccato accent marking require the performer to do?
- What does the compound tenuto accent marking require the performer to do?
- What is slash notation?

Knowledge and Skills:

Students will know...

- The hierarchy of rhythm.
- How articulations are performed in the jazz idiom.

Students will be able to...

- Perform stylistically appropriate swung eighth notes.
- Apply accent performance techniques in the jazz style.
- Listen to short motif derived from a pentatonic scale and repeat it on their instrument.
- Listen to a short motif derived from a blues scale and repeat it on their instrument.
- Perform in multiple time signatures and key signatures.
- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills (may utilize online or recording resources).
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warm-ups and Exercises.**

- **Scat Play/Sing:** Instructor demonstrates the performance style by vocalizing using scat syllables.
- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Introduction to “Comping”

Target Course/Grade Level: Jazz Ensemble, Grades 9-12

Unit Summary: Students will continue to navigate the instrument. Students will explore the act of improvisation and “comping.” Students will continue to play, build chords and technical ability to play stylistically and efficiently using repertoire from a variety of genres, styles, cultures, time periods.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.C.12nov.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3.C.12prof.Cr1a.** Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 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.
- 1.3D.12prof.Cr1a.** Create melodic, rhythmic and harmonic ideas for 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, finger picking patterns).
- 1.3D.12prof.Cr1a.** Create melodic, rhythmic and harmonic ideas for 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, finger picking patterns).
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- 1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement.
- Coordination and independence of both hands on the piano is a lifelong musical skill.
- Scales and chords are at the foundation for all music.
- Jazz is a truly American musical art form with its own unique language of interpretation and expression.
- A well-educated jazz musician must be able to perform in a wide range of musical styles - or be able to enter into discussions with other musicians about various musical styles, genres, or performance media.
- The art of “comping” and improvising is a unique and important skill set within the jazz performance idiom.
- The principles of chord inversions and voicings.
- The art of “listening” is crucial to communicating as part of a rhythm section.

Unit Essential Questions:

- What is “comping?”
- What is a chord progression?
- What is a chord inversion?
- What is a chord voicing?

- What are jazz chord symbols?

Knowledge and Skills:

Students will know...

- How to alter a chord from major to minor, to diminished, to augmented.
- How to alter a seventh chord.
- How to interpret basic jazz chord symbols.
- How to interpret extensions.

Students will be able to...

- Perform all 12 major chords.
- Perform all 12 minor chords.
- Perform all 12 major seventh chords.
- Perform all 12 minor seventh chords.
- Perform all 12 dominant seventh chords.
- Perform chords in a variety of voicings, inversions.
- Interpret basic jazz chord symbols.
- “Comp” a blues progression in Bb and F using knowledge of chords, inversions and Voicings.
- “Comp” a minor blues progression in Bb and F using knowledge of chords, inversions and Voicings.
- “Comp” a modal progression using knowledge of chords, inversions and voicings.
- Perform in multiple time signatures and key signatures.
- Perform melody and accompaniment in different hands at the same time.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills (may utilize online or recording resources).
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warm-ups and Exercises.**
- **Playing as an Ensemble:** performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- The Real Real Book (C edition)
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Introduction to Dorian Mode

Target Course/Grade Level: Jazz Ensemble, Grades 9-12

Unit Summary: Students will review basic instrument techniques and relate them to specific jazz style and performance. Students will review all major scales. Students will begin study of the dorian scale. Students will continue to develop using repertoire from a variety of genres, styles, cultures, and time periods.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 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.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3D.12prof.Cr1a. Create melodic, rhythmic and harmonic ideas for 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, finger picking patterns).

1.3D.12prof.Cr1a. Create melodic, rhythmic and harmonic ideas for 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, finger picking patterns).

1.3C.12int.Pr5a. Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Jazz is truly an American musical art form with its own unique language of interpretation and expression.
- A well-educated jazz musician must be able to perform in a wide range of musical styles—or be able to enter into discussions with other musicians about various musical styles, genres, or performance media.
- Swing style is unique to the jazz idiom.
- The art of “comping” and improvising is a unique and important skill set within the jazz performance idiom
- Utilizing music terminology and reading music is imperative to musical performance.
- Articulation markings in the jazz idiom may require stylized versions
- Expressive and technical markings require stylistic choices within the jazz idiom.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Listening and ear training is a crucial skill in the jazz idiom.

Unit Essential Questions:

- What is the relationship between a Major scale and a Dorian Scale?
- What is the relationship between a Major scale and a Natural Minor Scale?
- What is the relationship between a Natural Minor Scale and a Dorian Scale?
- What are minor chords?

- What are minor seventh chords?
- What is the hierarchy of rhythm?
- What are swung eighth notes?
- What is slash notation?
- What are half steps and whole steps?
- What is a chromatic scale?

Knowledge and Skills:

Students will know...

- All 12 major scales.
- Bb chromatic scale.
- Bb and F dorian scales.
- Bb and F natural minor scales.
- The hierarchy of rhythm.

Students will be able to...

- Perform all 12 major scales.
- Perform a Bb chromatic scale.
- Perform a Bb and F dorian scale.
- Perform a Bb and F natural minor scale.
- Perform stylistically appropriate swung eighth notes.
- Apply accent performance techniques in the jazz style.
- Listen to short motif derived from a pentatonic scale and repeat it on their instrument.
- Listen to a short motif derived from a blues scale and repeat it on their instrument.
- Perform in multiple time signatures and key signatures.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills (may utilize online or recording resources).
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences,

problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warm-ups and Exercises.** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Playing Catch:** A fun, informal way of practicing ear training, developing jazz style, and building improvisation motifs. Using a rhythm section blues background (Jamey Aebersold) until rhythm section can fill this role, the instructor plays a short motif based on a specific scale. The ensemble plays it back in the next measure, using the same jazz style.
- **Playing Catch II:** Same exercise but now a student plays the role of instructor and creates the short motif.
- **Hot Potato:** Using a rhythm section blues background (Jamey Aebersold) until the rhythm section can fill this role, go around the ensemble as each member plays a two measure motif of their own choosing. This is wonderful for starting the improvisation process.
- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board

- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Advancing Musicianship through Jazz Repertoire

Target Course/Grade Level: Advanced Piano, Grades 9-12

Unit Summary: Students will continue to develop playing and jazz style using repertoire from a variety of genres, styles, cultures, and time periods.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 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.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances..
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Jazz is truly an American musical art form with its own unique language of interpretation and expression.
- A well-educated jazz musician must be able to perform in a wide range of musical styles or be able to enter into discussions with other musicians about various musical styles, genres, or performance media.
- Swing consists of multiple evolutions of styling dependent on the era and geography that it was composed/performed and the composer's/arranger's intent.
- Latin Jazz music consists of multiple evolutions of styling dependent on the era and geography in which it was composed/arranged/performed and the composer's/arranger's intent.
- Ballad styling can consist of a mixture of jazz styles.
- Funk/Rock music consists of a unique style of performance derived from past styles.
- The art of "comping" and improvising is a unique and important skill set within each jazz style and performance idiom
- Utilizing music terminology and reading music is imperative to musical performance.
- Articulation markings in the jazz idiom may require stylized versions
- Expressive and technical markings require stylistic choices within the jazz idiom.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Listening and ear training is a crucial skill in the jazz idiom.

Unit Essential Questions:

- What is the front and back of the beat in swing style?
- How do performance techniques change in different types of swing style?
- What is salsa?
- What is bossa nova?
- What is a ballad?
- What is funk?
- What is rock?

Knowledge and Skills:

Students will know...

- How to adjust performance techniques and style dependent upon the style of music

Students will be able to...

- Adjust performance techniques and style dependent upon the style of music.
- Perform in multiple jazz styles.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills (may utilize online or recording resources).
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warm-ups and Exercises.**
- **Playing as an Ensemble:** Performing classroom exercises with the audio speakers on, listening and performing together as an ensemble.
- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Responding to Music as an Accomplished Jazz Musician: Evaluating Music and Music Performances

Target Course/Grade Level: Advanced Piano, Grades 9-12

Unit Summary: Music is a way for people to express themselves. This unit is designed to help students develop skills to continue their growth in how to evaluate and communicate about music and musical performances. Students will discuss the musical qualities in jazz repertoire heard or studied that evoke various responses or emotions in listeners and performers. Students will use established criteria and appropriate musical terminology to write critiques of music and musical performances. This unit will build relationships between music, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3B.12acc.Re9a.** Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
- 1.3B.12acc.Re9b.** Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
- 1.3B.12adv.Re9a.** Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.
- 1.3C.12acc.Pr6a.** Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- 1.3C.12acc.Pr6b.** Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
- 1.3C.12adv.Pr6a.** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- 1.3C.12adv.Pr6b.** Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
- 1.3C.12acc.Re7a.** Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
- 1.3C.12acc.Re7b.** Explain how the analysis of structures and contexts inform the response to music.
- 1.3C.12adv.Re7a.** Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
- 1.3C.12adv.Re7b.** Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.

1.3B.12prof.Cn10a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation

- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Music is a way for people to express themselves.
- The elements of music reflect upon the composer's choices and intent.
- Knowledge can be gained through careful critique and analysis on musical performance.

Unit Essential Questions:

- What do I listen for in music?
- How do the elements of music help me to improve my understanding of musical performance?
- Why do we appreciate certain types of music and certain composers?
- How do the elements of music help to determine the importance of music in my life?
- What is the composer's intent?
- What musical choices have been made?
- What do the musical choices represent?

Knowledge and Skills:

Students will know...

- How to compare two artistic works and note similarities and differences
- How to compare two musical works and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.
- How to compare and contrast the musical vocabulary when discussing a musical work: phrasing, tempo, dynamics, tone quality and articulations.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood.
- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers.

Students will be able to...

- Listen to recordings of music and analyze and discuss elements of the composition and interpretation.
- Analyze musical works being rehearsed and compositional elements that affect performance.
- Compare and contrast the terms under discussion: phrasing, tempo, dynamics, tone quality and articulations.
- Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.
- Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.
- Play a recording of two similar groups (high school to high school, for example) and compare the groups using each of the terms.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Class Discussion:** even in smaller information chunks, for ex., Padlet.
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Journal Responses:** A process in which students collect information and communicate opinions about their musical process/journey. What do they hear? Why do they hear it? This process develops their progress toward their musical opinions, their intended learning goals, and plan the next steps in their learning.
- **Student Lesson/Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- In-school master classes by approved industry professionals
- Various Forms of Communicating: Vlog, Audio Interview or Podcast, Written Responses, Slide Show, etc.

RESOURCES

Teacher Resources:

- Lesson Plans
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Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Responding to Music as a Jazz Musician: Understanding Music in Relation to History and Culture

Target Course/Grade Level: Advanced Piano, Grades 9-12

Unit Summary: Music throughout history has been a way for people to express themselves. A culture's traditions and history are told through its art. This unit is designed to continue students' explorations of the genre, style, composer, and historical background of the repertoire being studied. Students will continue to develop skills to evaluate and communicate about music and musical performances. Students will use established criteria and appropriate musical terminology to write critiques of music and musical performances. This unit will build relationships between music, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3B.12acc.Pr6a.** Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
- 1.3B.12acc.Pr6b.** Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
- 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.
- 1.3B.12adv.Pr6b.** Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.
- 1.3D.12prof.Re9a.** Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.
- 1.3D.12acc.Re9a.** Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.
- 1.3D.12adv.Re9a.** Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

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- Impulse control
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- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems

- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Music is a way for people to express themselves.
- Music is a source for the most personal experience as well as the most communal.
- Music has influenced world cultures throughout history.
- The study, analysis and resulting performance of choral literature (secular, sacred, folksongs, spirituals, popular, Broadway, multicultural and world music) contributes not only to a comprehensive music education, but also the appreciation and respect of other world cultures and societies.
- Music has always been intertwined with various cultures. Various factors influenced how composers of different periods wrote their music and how society/culture acted in response to the artistic creation.
- Knowledge can be gained through careful critique and analysis on musical performance.

Unit Essential Questions:

- What do I listen for in music?
- How do the elements of music help me to improve my understanding of musical performance?
- Why do we appreciate certain types of music and certain composers?
- How do the elements of music help to determine the importance of music in my life?
- What is the composer's intent?
- What musical choices have been made?
- What do the musical choices represent?
- How do music and the arts represent the culture, time period that it comes from?
- What is the impact of the arts on culture and history?
- How do the traits of different cultures influence the music they produce?

Knowledge and Skills:

Students will know...

- How to compare musical works and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.
- How to compare and contrast the musical vocabulary when discussing a musical work: phrasing, tempo, dynamics, tone quality, and articulations.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood.
- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers from other cultures or past history.

Students will be able to...

- Develop an appreciation and understanding of the importance of music within culture.

- Develop the skills to understand how culture/society defines art and how art defines culture/society.
- Listen to recordings of music and analyze and discuss elements of the composition and interpretation as it pertains to history/culture
- Analyze musical works being rehearsed and compositional elements that affect performance.
- Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.
- Explore the relationship of music as an expression of history and culture.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Class Discussion:** even in smaller information chunks, for ex., Padlet.
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
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Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

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- In-school master classes by approved industry professionals
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