

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Jazz Band**

Date: February 2004

Subject Area: Visual & Performing Arts

Proposed Grade Level(s): 9-12

Course Length: 1 Year

Grading: A – F

Number of Credits: 5/Semester

Prerequisites: Anyone enrolled in ‘0’ period music classes must be either enrolled in concert band or have completed 2 years of concert band or orchestra at the high school level or at Director’s discretion.

BRIEF COURSE DESCRIPTION:

The High School Jazz Band is designed to provide opportunities for students to play instruments in a group setting and to lead a student to acquire the skills needed for advanced individual performance. This course offers Students playing experiences through which he/she may achieve a high level of proficiency in the fundamentals of musicianship and technique on his/her instrument. Students will perform level 4 and 5 music.

GENERAL GOALS/PURPOSES:

(From the Four Cornerstones of the Visual and Performance Art Model Curriculum Standards, California State Department of Education, 1985.)

Students will:

- Demonstrate an understanding of the communicative potential of the arts – from the expression of universal concepts through the development of artistic styles in Western and non-Western traditions and will use the arts to reinforce concepts and ideas in other subject areas.
- Demonstrate insights into the roles of the arts in understanding themselves and in reflecting the ideas and values of individuals as well as diverse culture.
- Demonstrate an understanding of the artistic contributions of various ethnic groups to American cultures.
- Demonstrate enhanced kinesthetic, aural, tactile, and visual sensibilities and an understanding of the necessary skills for artistic processes.
- Demonstrate insight into the unique ability of the arts to communicate and elicit response and will engage in higher order thinking skills.
- Engage in creative activities that help them achieve personal insight, emotional satisfaction, and spiritual nourishment.
- Demonstrate an appreciation of their own efforts to think imaginatively and will engage in activities directed toward the refinement and mastery of artistic skills and performance/production techniques.
- Engage in activities which promote their understanding of the arts for lifelong involvement including the potential for careers.

STUDENT READING COMPONENT:

Students will read excerpts from various Band/Instrument technique, historical periods, and composers of different styles of music. Students will also explore and analyze the composers’ intents with various works.

STUDENT WRITING COMPONENT:

Students will be required to write an essay critiquing concerts, composers, music works, etc. They will also do a comparative essay reflecting past performances.

STUDENT ORAL COMPONENT:

Regular in-class discussions will be conducted in order to assess student's understanding of new concepts that have been introduced.

DETAILED UNITS OF INSTRUCTION:

Unit I – Orientation

- A. Classroom Rules and Grading Policy - Students will understand general classroom procedures, processes, and grading standards.
- B. Course of Study, Performance Dates –
- Students will understand the course processes and performance requirements.
 - The jazz band will perform in concerts and festivals throughout the year.
- C. Obtaining Equipment and Materials - Students will understand equipment and material check-out procedures and responsibilities. If students choose to rent equipment, sources will be recommended.
- D. Care of Equipment and Materials –
- Students will learn appropriate use, function, and care of equipment and materials.
 - Students will develop respect for equipment and materials.
- E. Teacher/Student Goals and Expectations - Students will understand and participate in the setting of personal goals. They will also understand the teacher's expectations.
- F. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | | |
|----------------|---------------|-------------|
| responsibility | practice | polish |
| rehearsal | goal setting | oil |
| performance | concert dress | pride |
| respect | cleanliness | maintenance |
| | | ownership |

Unit II - Posture and Position of Equipment

- A. Importance of Posture for Breathing/Sticking –
- Students will maintain an upright body position while playing in either a seated or marching environment.
 - Students will demonstrate ability to take a deep breath while playing and maintaining proper body position.
- B. Proper Hand Placement and Position - Students will demonstrate proper head, arm, hand, finger, and foot position while playing.
- C. Importance of Proper Sitting/Standing Position - Students will understand the relationship between breathing or sticking and proper sitting/standing position.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept works/terms by using them in written and/or oral communication.
- | | |
|----------------|----------|
| posture | position |
| grip | balance |
| breathing | sticking |
| marching terms | |

Unit III – Assembly and Care of Equipment

- A. Sequence of Steps to Put Instrument Together - Students will demonstrate proper sequence of putting their instruments together.
- B. Care of Reeds, Mouthpieces, Mallets, Uniforms - Students will demonstrate proper care of reeds, mouthpieces, mallets, and uniforms.
- C. Care of Slides, Valves, Snare/Head Tension - Students will describe the process of caring for slides, valves, and snare/head tension.
- D. Cleaning of Equipment - Students will describe the method of cleaning required by the instrument they play.
- E. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | | |
|------------|------------------|--------------------|
| sequence | mouthpiece sizes | reed strengths |
| assembly | polish | stick/mallet sizes |
| adjustment | uniformity | oil |

Unit IV – Tone Production

- A. Relationship of Breathing and Posture to Tone Production - Students will understand how good breath support contributes to good tone production; understand how good posture contributes to good breath support
- B. Development of the Embouchure/Hand Muscles - Students will demonstrate exercises used to develop the muscles needed in playing the instrument; understand that the development of muscles is a slow, constant process which requires them to practice.
- C. Exposure to the Sound of Characteristic Tone –
- Students will listen to the sound of their instruments either through recordings or live demonstrations.
 - Students will play a characteristic tone within the limits of their embouchure developmental stage.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | | |
|----------|----------------|----------------|
| tone | characteristic | embouchure |
| posture | evaluation | listening |
| style | sharp/flat | breath support |
| lip slur | | |

Unit V – Music Reading/Music Theory

- A. Relationship of Note Symbols to Time – Students will demonstrate an understanding of the time relationship between whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and triplet figures.
- B. Relationship of Other Musical Symbols to Meaning – Students will identify meanings of dynamic markings, key signatures, time signatures, repeat signs, and any other symbols used in their music.
- C. Review of Note Names, Foreign Words, and Phrases – Students will translate note symbols for pitch names and Italian musical terms used in their music.
- D. Study of Scales and the Structure of Chords –
- Students will perform scales in major and minor keys commensurate with their ability and experience.
 - Students will understand the structure of chords and their function within a musical phrase.
- E. Development of Ability to Memorize – Students will learn a method for memorizing music to be used on the marching field.
- F. Care of Sheet music and Method Books – Students will demonstrate proper use of a music folder or slot location for their music.
- G. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

beat	piano/forte	key signature
time	time signature	presto
symbol	repeat sign	allegro
whole note	pitch names	moderato
half note	tempo	andante
quarter note	responsibility	lento
eighth note	D.C./D.S.	adagio
sixteenth notes	major scales	largo
dynamics	bar line	grave
flat	measure	pianissimo
sharp	breath mark	fortissimo
natural	fermata	phrasing
double sharp/flat	double bar	chord structure
treble clef	staff	major scale
bass clef	arpeggios	minor scale
ledger lines	triplets	swing
funk	rock	be-bop

Unit VI – Review of Fingering/Sticking Technique

- A. Development of Facility Through Exercise – Students will perform exercises designed to profile growth in facility within the limits of their development.
- B. Checking of Posture/Position – Students will demonstrate an understanding of the role proper playing position has in development of facility.
- C. Review of the Fingering Chart/Table of Rudiments – Students will interpret the stand-fingering chart of Table of Rudiments found in their method books.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

practice	repetition
technique	position
finger chart	alternate slide positions
alternate fingerings	rudiments
trills	cadences

Unit VII – Articulation

- A. Relationship of Posture and Embouchure Position to Tonguing – Students will understand the role of posture and embouchure position to proper tonguing technique.
- B. Review of Articulation Symbols
 - Students will identify the meanings of symbols used for different types of articulation and be able to perform them.
 - Students will demonstrate the different types of articulation using appropriate tonguing techniques. Brass players will be introduced to double tonguing at this level.
- C. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

tonguing	legato	placement
triple tonguing	slur	tie
staccato	double tonguing	accent
marcato	embouchure	

Unit VIII – Ensemble Playing

- A. Relationship of Individual Sound to Group Sound –
 - Students will explain and demonstrate proper blend

- Students will understand most aspects of ensemble balance when the music calls for everyone to play at the same time.
- B. Review of Conducting
- Students will understand the role of the conductor in regard to keeping the ensemble together.
 - Students will follow the signals of the conductor or student leader when he/she changes speed or volume.
- C. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | | |
|------------|--------------|---------------|
| blend | harmony | chords |
| ensemble | ictus | roles |
| listening | phrasing | melody |
| sharp/flat | tone | conductor |
| releases | balance | beat patterns |
| response | ear training | musicianship |

Unit IX – Musical Heritage

- A. Exposure to the Development of Modern Notation – Students will understand some of the history of musical notation and its evolution as an international code.
- B. Exposure of Music of Other Cultures – Students will play music from other cultures and understand some of the history of its development.
- C. Understanding the History of Their Environment –
- Students will understand the origin and development of their instruments.
 - Students will demonstrate knowledge about two great performers on their instruments.
- D. Exploring the Various Roles of Music in History – Students will understand the role of music in celebrations, ceremonies, dance national conflict and war, story telling, identification with a theme, product or mood.
- E. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|------------|-------------|
| notation | development |
| styles | composers |
| performers | |

Unit X – Aesthetic Valuing

- A. Exposure to a Variety of Musical Textures, Styles, Periods and Composer – Students will listen to or play a variety of musical textures, styles, periods and composers.
- B. Development of Critical Evaluation Abilities –
- Students will critically evaluate their own performances.
 - Students will critically evaluate the performance of their fellow students, individually, or as a group.
 - Students will attend performances of groups other than their own group and critically evaluate the performance using musical terms.
- C. Encouragement to Justify Value Judgments when Exposed to Various Types of Music – Students will form and defend value judgments of various types of music.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|------------|------------------|
| texture | musical periods |
| evaluation | technique |
| expression | melody |
| harmony | ensemble playing |

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, Language Arts, and Math

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- 1.0 Artistic Perception - Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to Music
Units II, IV, VI, VIII, XI
- 2.0 Creative Expressing - Creating, Performing and Participating in Music
Units IV, VI, VII, IX, X, XII
- 3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music
Unit V, VIII
- 4.0 Aesthetic Valuing - Responding to, Analyzing and Making Judgments About Works of Music
Units I, V
- 5.0 Connections, Relationships, Applications - Connecting and Applying what is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
Unit V, VIII

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-directed Learners** – Students will use techniques learned in class to analyze and solve a variety of musical problems presented to them in class.
- **Effective Communicators** – As students learn performance skills, they will gain confidence that will help them be more self assured and professional in other areas of their lives.
- **Quality Producers/Performers** - Students will develop an appreciation for the discipline required by the performing arts, thereby enhancing their work ethic and study skills.
- **Collaborative Workers** – Students will learn that they need to work together to produce a blended, musical tone, and that, while individual knowledge and effort is required, listening to their classmates is of the utmost importance.
- **Constructive Thinkers** – Students will analyze their own performances and solve tone production problems, using techniques that they learn as the course progresses.
- **Responsible Citizens** – Students will demonstrate that their individual effort is essential to the group product.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**