



ESL  
SCIENCE  
BUSINESS  
BILINGUAL  
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MATHEMATICS  
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SOCIAL STUDIES  
WORLD LANGUAGES  
GIFTED & TALENTED  
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ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area: Fine & Performing Arts**

**Course: Jazz Ensemble**

**Grade Level: 9-12**

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

### **ACKNOWLEDGMENTS**

**Patricia Volino-Reinoso, Program Supervisor: VPS, FAC, Physical Education**

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

**Meagen Spatz and Timothy Orton**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Jazz Ensemble**  
**Grade 9-12**

Date of Board Adoption:  
**August 26, 2025**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Jazz Ensemble: 9-12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Introduction to Jazz Scales	4 weeks
2	Tone & Intonation	4 weeks
3	Advancing Musicianship Through Jazz Repertoire	4 weeks
4	Jazz Performance Style and Techniques	4 weeks
5	Responding to Music as a Jazz Musician: Evaluating and Understanding Music	4 weeks

## *ACCOMMODATIONS*

### **504 Accommodations:**

- 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.

### **IEP Accommodations:**

- 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.

**Gifted and Talented Accommodations:**

- 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.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

**ELL Accommodations:**

- 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.
- 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.

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|  | <ul style="list-style-type: none"><li>● Emphasize critical information by highlighting it for the student.</li><li>● Use graphic organizers.</li><li>● Pre-teach or pre-view vocabulary.</li><li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li><li>● Provide audio versions of the textbooks.</li><li>● Highlight textbooks/study guides.</li><li>● Use supplementary materials.</li><li>● Give assistance in note taking</li><li>● Use adapted/modified textbooks.</li><li>● Allow use of computer/word processor.</li><li>● Allow student to answer orally, give extended time (time-and-a-half).</li><li>● Allow tests to be given in a separate location (with the ESL teacher).</li><li>● Allow additional time to complete assignments and/or assessments.</li><li>● Read question to student to clarify.</li><li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li><li>● Modify the format of assessments.</li><li>● Shorten test length or require only selected test items.</li><li>● Create alternative assessments.</li><li>● On an exam other than a spelling test, don't take points off for spelling errors.</li></ul> |
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## *UNIT OVERVIEW*

**Content Area:** Jazz Ensemble

**Unit Title:** Introduction to Jazz Scales

**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, mixolydian, blues, and dorian scales. Students will continue to develop using repertoire from a variety of genres, styles, cultures, and time periods.

**Approximate Length of Unit:** 4 weeks, however 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. Jazz Ensemble students rehearse with the Concert Band during school.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **1.3.C.1prof.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- **1.3C.12int.Cr2a.** Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- **1.3C12int.Cr3b.** Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- **1.3C.12int.Pr4b.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- **1.3C.12acc.Pr5a.** Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
- **1.3C12prof.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- **1.3C.12prof.Re7b.** Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

### **UNIT 1 LEARNING TARGETS**

- **1.3C.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- **1.3C.12prof.Re9a.** Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- **1.3D.12int.Pr5a.** Apply teacher of student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
- **1.3D.12prof.Pr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- **1.3D.12int.Re7b.** Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- **1.3D.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- **1.3D.12prof.Re9a.** Compare passages in musical selections and explain the elements of music and context inform the response.

#### **Career Readiness, Life Literacies, and Key Skills:**

- **9.2.12.CAP.3:** Investigate how continuing education contributes to one's career and personal growth.
- **9.2.12.CAP.5:** Assess and modify a personal plan to support current interests and postsecondary plans.
- **9.2.12.CAP.10:** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.3.TL.3:** Enter information into a spreadsheet and sort the information.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.4:** Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- **9.4.5.DC.1:** Explain the need for and use for copyrights.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology.

- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.TL.5:** Collaborate digitally to produce an artifact.
- **9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas.
- **9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries.
- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect.
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.IML.6:** Identify subtle and overt messages based on the method of communication.
- **9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information.
- **9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.
- **9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.
- **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.
- **9.4.12.IML.9:** Analyze the decision creators make to reveal explicit and implicit messages within information and media.

### **Interdisciplinary Connections and Standards:**

#### **NJSLS for Mathematics:**

- A. Reason quantitatively and use units to solve problems.
  1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
  1. Interpret expressions that represent a quantity in terms of its context.
    - a. Interpret parts of an expression, such as terms, factors, and coefficients.
    - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
  2. Use the structure of an expression to identify ways to rewrite it.

#### **NJSLS for ELA:**

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the english language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.

Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
  - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

### 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. (AAH, HG, LGBTQ, AAPI)
- 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. (AAH)
- Utilizing music terminology and reading music is imperative to musical performance. (AAH, HG, LGBTQ, AAPI)
- 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. (AAH, HG, LGBTQ, AAPI)
- Listening and ear training is a crucial skill in the jazz idiom. (AAH, HG, LGBTQ, AAPI)

### Unit Essential Questions:

- What is the relationship between a Major scale and a Pentatonic Scale?
- What is the relationship of the Major scale to the Blue 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 - the skill of maintaining a steady beat is essential for the performance of music. Various uses and functions of a metronome.
- The mathematical correlation of rhythm and meter.
- A vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experience. (AAH, AAPI)
- A detailed systemic approach to subdivision using the Eastman Counting System.
- That the conductor's patterns and gestures are directly related to tempo and meter.
- That meter is the way in which musicians interpret groups of rhythms and is often felt rather than counted, and that some meters have multiple interpretations. (AAH, AAPI)

*Students will be able to...*

- Perform with a steady beat individually and within an ensemble.
- Perform musical passages with rhythmic accuracy with and without a metronome.
- 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. (AAH, HG, LGBTQ, AAPI)
- Listen to a short motif derived from a blues scale and repeat it on their instrument.
- Perform in multiple time signatures and key signatures
- Demonstrate a proficiency in the correct performance of rhythms at varied tempi. (AAH, AAPI)
- Discern appropriate metric interpretation based on the character of the music. (AAH, HG, LGBTQ, AAPI)

<b><i>EVIDENCE OF LEARNING</i></b>
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### **Assessment:**

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

- **Final Unit Assessment / Performance Hearing Quiz:** 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:**

- Metronome online
- Music Library
- Various warm-up materials
- MusicFirst Suite of apps (Sight-Reading Factory, Noteflight, metronome/tuner, etc...)

**Equipment Needed:**

- Computer
- Metronome
- Sound System
- Newline TV

## *UNIT OVERVIEW*

**Content Area:** Instrumental Music

**Unit Title:** Tone & Intonation

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

**Unit Summary:** Tone quality is the characteristic sound produced when a musical instrument is played with the proper breath support, posture or body carriage, and hand position. Independent of pitch and dynamic level, tone quality is unique to each instrument. Intonation refers to the ability to play in tune with other instruments in the ensemble. Tone quality and intonation are not mutually exclusive; one struggles to play in tune without good tone quality, and the ability to listen and adjust one's pitch inherently affects the quality of the tone being produced. Listening and adjusting are skills that are taught, practiced and improved over time. In this unit, students will begin to gain the skills and an understanding of how to listen and what to listen for, how to use and control their breath and body respective of their instrument, how to use resources such as electronic tuners, and strategies for improving their individual characteristic tone and ability to play in tune. The practice of listening and strategies for improving overall pitch is developed in both small group lessons and large ensemble rehearsals.

**Approximate Length of Unit:** 4 weeks, however 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.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3.C.1prof.Cr1a. Compose and improvise ideas and motives for melodies and rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12int.Cr2a. Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- 1.3C.12int.Cr3b. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- 1.3C.12int.Pr4b. Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12acc.Pr5a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

- 1.3C.12prof.Pr6a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- 1.3C.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- 1.3C.12prof.Re9a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3D.12int.Pr5a. Apply teacher of student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
- 1.3D.12prof.Pr6a. Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12int.Re7b. Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- 1.3D.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- 1.3D.12prof.Re9a. Compare passages in musical selections and explain the elements of music and context inform the response.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
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- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.TL.2: Create a document using a word processing application.
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- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 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.
- 9.4.12.IML.9: Analyze the decision creators make to reveal explicit and implicit messages within information and media.

### **Interdisciplinary Connections and Standards:**

#### **NJSLS for Mathematics:**

- A. Reason quantitatively and use units to solve problems.
  1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
  1. Interpret expressions that represent a quantity in terms of its context.
    - a. Interpret parts of an expression, such as terms, factors, and coefficients.
    - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
  2. Use the structure of an expression to identify ways to rewrite it.

#### **NJSLS for ELA:**

- L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issues, building on each others' ideas clearly and persuasively.
  - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

### **Unit Understandings:**

*Students will understand that...*

A tuner is vital to a musician's consistently accurate intonation.

Tone production is a direct result of proper use of good breath support, in conjunction with a proper embouchure, aperture, understanding of aspects of the oral cavity including tongue placement, hand position and/or body carriage.

Proper control and consistency of embouchure will result in improved intonation and tone quality.

Aural skills/ active listening positively impacts tone and intonation.

Advanced manipulation of one's instrument aids in more accurate intonation.

### **Unit Essential Questions:**

- What is characteristic tone?
- How is the use of a tuner vital to a musician's development?
- How does proper breath support (percussion: body carriage/stick control) relate to tone production and intonation?
- How does body carriage affect breath support in the performance of wind instruments?
- How does proper embouchure relate to the production of characteristic tone in the performance of wind instruments?
- How does blend and balance affect performance?
- How can aural skills impact tone and intonation?

### **Knowledge and Skills:**

*Students will know...*

- The basic function and purpose of a tuner.
- That breath support (percussion: body carriage/stick control) directly affects tone production.
- The correct embouchure for good tone production on their instrument.
- The embouchure can be manipulated to control pitch and tone.
- The concept of characteristic tone.
- That aural skills and vocalization in ensemble rehearsals are directly related to the development of good intonation.
- Advanced techniques of tone production and instrument manipulation.

*Students will be able to...*

- Consistently tune their instruments using a tuner and aural skills
- Make proficient use of breath support, posture, and playing position for achievement of good tone production.
- Produce mature tone quality. (AAH, AAPI)
- Matching pitch and timbre with section and ensemble.
- Vocalize unison pitches, intervals and chorales during ensemble rehearsal. (AAH, AAPI)
- Competently manipulate one's instrument for more accurate intonation.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

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

- Final Unit Assessment / 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:**

- Clarke, Herbert; Characteristic Studies
- Arbans, J.; Complete Conservatory Method for Brass Instruments
- Wagner, Ernest; Foundation to Flute Playing
- Klose Method Books for Clarinet
- Weissenborn Bassoon Method
- Deville, Paul; Universal Method for Saxophone
- Smith, Leonard B.; Treasury of Scales
- Tune-ups and Balance Builders
- Sheridan, Patrick and Pilafian, Sam; The Breathing Gym
- Teaching Music through Performance in Band Reference Recordings
- Tuners and Tuner applications for iPhone, iPod Touch, and iPad users
- Recordings taken from various CD sources as well as YouTube and other online sources

### **Equipment Needed:**

- Computer
- LCD Projector
- White Board
- CD recordings

- Sound system
- Electronic chromatic Tuners
- Various reeds, mouthpieces, and instrument maintenance supplies
- Music library
- Newline TV

## *UNIT OVERVIEW*

**Content Area:** Instrumental Music

**Unit Title:** Advancing Musicianship Through Jazz Repertoire

**Target Course/Grade Level:** Jazz Ensemble: 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:** 4 weeks, however, 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.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3.C.1prof.Cr1a. Compose and improvise ideas and motives for melodies and rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12int.Cr2a. Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- 1.3C12int.Cr3b. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- 1.3C.12int.Pr4b. Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12acc.Pr5a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
- 1.3C12prof.Pr6a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- 1.3C.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).

- 1.3C.12prof.Re9a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3D.12int.Pr5a. Apply teacher of student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
- 1.3D.12prof.Pr6a. Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12int.Re7b. Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- 1.3D.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- 1.3D.12prof.Re9a. Compare passages in musical selections and explain the elements of music and context inform the response.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.3.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.1: Explain the need for and use for copyrights.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 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.
- 9.4.12.IML.9: Analyze the decision creators make to reveal explicit and implicit messages within information and media.

### **Interdisciplinary Connections and Standards:**

#### **NJSLS for Mathematics:**

- A. Reason quantitatively and use units to solve problems.
  1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
  1. Interpret expressions that represent a quantity in terms of its context.
    - a. Interpret parts of an expression, such as terms, factors, and coefficients.
    - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
  2. Use the structure of an expression to identify ways to rewrite it.

#### **NJSLS for ELA:**

- L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

### **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. (AAH, HG, LGBTQ, AAPI)
- 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. (AAH)
- Utilizing music terminology and reading music is imperative to musical performance. (AAH, HG, LGBTQ, AAPI)
- 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. (AAH, HG, LGBTQ, AAPI)
- Listening and ear training is a crucial skill in the jazz idiom. (AAH, HG, LGBTQ, AAPI)

### **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 (AAH, HG, LGBTQ, AAPI)

*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”?*

- Final Unit Assessment / Performance Hearing Quiz: 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 the 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:**

- Sheridan, Patrick and Pilafian, Sam; The Breathing Gym
- Smith, Leonard B.; Treasury of Scales
- Whaley, Garwood; Rhythm Basics
- Arbans, Jean Baptiste; Complete Method for Trumpet or Cornet & French Horn
- Arbans, Jean Baptiste; Complete Method for Trombone, Baritone and Tuba
- Rubank; Elementary, Intermediate, Advanced I & II Methods for all instruments
- Wagner, Ernest; Foundations in Flute Playing
- Rose, C.; Etudes for Clarinet
- Weissenborn, H.; Complete Method for Bassoon
- Barret, A.M.R.; Method for Oboe
- Stone, George; Stick Control
- Whaley, Garwood; Etudes for Mallets, Timpani, and Traps
- Herring, Sigmund; 40 Progressive Etudes
- Schlossberg, Max; Daily Drills and Technical Studies
- Deville, Paul; Universal Method for Saxophone
- Klosé, H.; Celebrated Method for the Clarinet (Complete Edition)
- Supplementary Material: various sources
- Tune ups and Balance Builders

### **Equipment Needed:**

- Music Library
- Computer
- LCD projector
- CD recordings and YouTube
- Sound system
- White board
- Newline TV

## *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:** 4 weeks, however 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.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3.C.1prof.Cr1a. Compose and improvise ideas and motives for melodies and rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12int.Cr2a. Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- 1.3C.12int.Cr3b. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- 1.3C.12int.Pr4b. Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12acc.Pr5a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
- 1.3C.12prof.Pr6a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

- 1.3C.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- 1.3C.12prof.Re9a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3D.12int.Pr5a. Apply teacher of student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
- 1.3D.12prof.Pr6a. Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12int.Re7b. Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- 1.3D.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- 1.3D.12prof.Re9a. Compare passages in musical selections and explain the elements of music and context inform the response.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.3.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.1: Explain the need for and use for copyrights.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

- 9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 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.
- 9.4.12.IML.9: Analyze the decision creators make to reveal explicit and implicit messages within information and media.

### **Interdisciplinary Connections and Standards:**

#### **NJSLS for Mathematics:**

- A. Reason quantitatively and use units to solve problems.
  1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
  1. Interpret expressions that represent a quantity in terms of its context.
    - a. Interpret parts of an expression, such as terms, factors, and coefficients.
    - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
  2. Use the structure of an expression to identify ways to rewrite it.

#### **NJSLS for ELA:**

- L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
  - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

### **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. (AAH, HG, LGBTQ, AAPI)
- 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. (AAH)
- Utilizing music terminology and reading music is imperative to musical performance. (AAH, HG, LGBTQ, AAPI)
- 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. (AAH, HG, LGBTQ, AAPI)
- Listening and ear training is a crucial skill in the jazz idiom. (AAH, HG, LGBTQ, AAPI)

### **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 a 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”?*

- Final Unit Assessment / Performance Hearing Quiz: 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 the 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:**

- Online resources such as composer webpages, biographical information and video recordings of professional musicians performing literature.
- Teaching Music Through Performance in Band Series and Reference Recordings
- Program Notes for Band by Norman E. Smith

### **Equipment Needed:**

- Computer
- Internet
- Sound system
- Music Library
- Supplemental materials; various sources

## *UNIT OVERVIEW*

**Content Area:** Instrumental Music

**Unit Title:** Responding to Music as a Jazz Musician: Evaluating and Understanding Music

**Target Course/Grade Level:** Jazz Ensemble: 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 their ability 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:** 4 weeks, however 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.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3.C.1prof.Cr1a. Compose and improvise ideas and motives for melodies and rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12int.Cr2a. Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- 1.3C.12int.Cr3b. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- 1.3C.12int.Pr4b. Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12acc.Pr5a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
- 1.3C.12prof.Pr6a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

### **UNIT 1 LEARNING TARGETS**

- 1.3C.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- 1.3C.12prof.Re9a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3D.12int.Pr5a. Apply teacher of student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces,

and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.

- 1.3D.12prof.Pr6a. Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12int.Re7b. Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- 1.3D.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- 1.3D.12prof.Re9a. Compare passages in musical selections and explain the elements of music and context inform the response.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.3.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.4: Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community, and global.
- 9.4.5.DC.1: Explain the need for and use for copyrights.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 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.
- 9.4.12.IML.9: Analyze the decision creators make to reveal explicit and implicit messages within information and media.

### **Interdisciplinary Connections and Standards:**

#### **NJSLS for Mathematics:**

- A. Reason quantitatively and use units to solve problems.
  1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
  1. Interpret expressions that represent a quantity in terms of its context.
    - a. Interpret parts of an expression, such as terms, factors, and coefficients.
    - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
  2. Use the structure of an expression to identify ways to rewrite it.

#### **NJSLS for ELA:**

- L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issues, building on each others' ideas clearly and persuasively.
  - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

### **Unit Understandings:**

*Students will understand...*

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

### **Unit Essential Questions:**

- What do I listen for in music? (AAH, HG, LGBTQ, AAPI)
- 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? (AAH, HG, LGBTQ, AAPI)
- How do the elements of music help to determine the importance of music in my life? (AAH, HG, LGBTQ, AAPI)
- What is the composer's intent? (AAH, HG, LGBTQ, AAPI)
- What musical choices have been made? (AAH, HG, LGBTQ, AAPI)
- What do the musical choices represent?

### **Knowledge and Skills:**

*Students will know...*

- How to compare two artistic works and note similarities and differences (AAH, HG, LGBTQ, AAPI)
- 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. (AAH, HG, LGBTQ, AAPI)
- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers.(AAH, HG, LGBTQ, AAPI)

*Students will be able to...*

- Listen to recordings of music and analyze and discuss elements of the composition and interpretation. (AAH, HG, LGBTQ, AAPI)
- 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. (AAH, HG, LGBTQ, AAPI)
- Play a recording of two similar groups (high school to high school, for example) and compare the groups using each of the terms. (AAH, HG, LGBTQ, AAPI)

## *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, e.g., 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.
- **Final Assessment: 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. (AAH, HG, LGBTQ, AAPI)
- 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 (AAH, HG, LGBTQ, AAPI)
- In-school master classes by approved industry professionals (AAH, HG, LGBTQ, AAPI)
- Various Forms of Communicating: Vlog, Audio Interview or Podcast, Written Responses, Slideshow, etc (AAH, HG, LGBTQ, AAPI)

## *RESOURCES*

### **Teacher Resources:**

- Harvard Dictionary of Music
- Oxford (Grove) Music Online
- Teaching Music Through Performance in Band Series and Reference Recordings
- YouTube and other online sources

### **Equipment Needed:**

- Computer
- Sound System
- Music Library
- Various supplemental materials
- Newline TV