



Northern York County School District

Curriculum Overview

Course: High School Jazz Studies	
Grade Level: 9-12	
Approval Date:	Length of Time: 180 days
Course Description: <p>This course is designed to provide students with an opportunity to learn more about jazz music theory. Students will also have an opportunity to perform in a concert setting as well as competitions and festivals in our local area. Students will rehearse and perform age-appropriate literature, develop good listening skills, and appropriately critique performances. There are also small ensemble enrichment opportunities at this level that challenge students to prepare literature and then share their talents with the community.</p>	
Course Objectives: <p>Students will:</p> <ul style="list-style-type: none">Analyze the characteristics of tone and style in a piece of music, apply these concepts to perform with appropriate tone quality and stylistic differences, and evaluate their own performance and make adjustments to enhance musical expressionDemonstrate and create examples of pulse, rhythm, and subdivisionAnalyze their current practice habits, evaluate their effectiveness, and design and apply improved practice techniques to enhance skill developmentAnalyze their intonation and tone quality during rehearsals and performances, evaluate areas for improvement, and apply strategies to enhance both aspects in live performanceRead and interpret written music notation and expressions as well as improvisational techniquesAnalyze and organize music into meaningful phrasesPrepare literature that reflects a wide variety of cultures and styles	
Related Standards: <p>National Music Standards and PS State Standards for the Arts and Humanities can be found on their respective websites.</p> <p>Creating (PA 9.1.12 a-k)</p> <ul style="list-style-type: none">MU:Cr1.1.E.IIIa Imagine: Compose and improvise musical ideas for a variety of purposes and contexts.(MU:Cr2.1.E.IIIa) Plan and Make- Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.MU:Cr2.1.E.IIIa Preserve draft musical works through standard notation, audio, or video recording.	

- (MU:Cr3.1.E.IIIa) **Evaluate and Refine**- Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
- (MU:Cr3.2.E.IIIa) **Present**- personally developed musical works – individually or as an ensemble – that address identified purposes and contexts.

Performing (PA 9.1.12 a-k)

- (MU:Pr4.2.E.IIa) **Analyze**- Analyze the structure and context of varied musical works and their implications for performance
- (MU:Pr4.3.E.IIa) **Interpret**- Develop personal interpretations that consider the creators' intent
- (MU:Pr5.3.E.IIa) **Rehearse, Evaluate, and Refine**- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- (MU:Pr6.1.E.IIa) **Present**- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Responding (PA 9.3.12 a-g)

- (MU:Re7.2.E.IIa) **Analyze**- Analyze how the structure and context of varied musical works inform the response
- (MU:Re8.1.E.IIa) **Interpret**- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- (MU:Re9.1.E.IIa) **Evaluate**- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria

Connecting (PA 9.4.12 a-d)

- (MU:Cn10.0.H.IIa) **Synthesize and relate** knowledge and personal experiences to make music.
- (MU:Cn11.0.T.IIa) **Relate** musical ideas and works with varied contexts to deepen understanding.

Units:

- Individual Practice Techniques
- Tone production and quality
- Rhythm
- Improvisation
- Music literacy
- Form, History, and Culture influences
- Performance and Advocacy

Concepts:

- Individual Practice Technique
- Tone production and quality
- Rhythm
- Improvisation
- Music literacy
- Form, History, and Culture influences
- Performance and Advocacy
- Theoretical knowledge of music

Competencies:

- Analyze and apply effective practice techniques to improve performance individually and within an ensemble.
- Produce, refine, and evaluate individual and ensemble tone quality, making adjustments based on self-reflection and teacher feedback.
- Internalize, analyze, and interpret aspects of pulse, subdivision, and rhythmic patterns in music.

	<ul style="list-style-type: none"> • Read, interpret, and accurately perform musical notation, applying knowledge to personal and group performance. • Analyze and evaluate music from different historical and cultural backgrounds, demonstrating informed appreciation through discussion and performance. • Represent musical concepts through performance, synthesizing understanding of rhythm, melody, harmony, and style in both individual and ensemble contexts. • Understand, analyze, and apply basic music theory concepts to their instrument, identifying connections between classroom discussion and practical performance.
<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> • Individual practice lesson: <ul style="list-style-type: none"> ◦ Practice music from ensemble ◦ Demonstrate a wide range of practice methods ◦ Review of smaller, specific excerpts ◦ Guided listening ◦ Student/teacher-led modeling ◦ Sectional balancing • Practice outside of the rehearsal • Full-ensemble rehearsals: <ul style="list-style-type: none"> ◦ Proper group warm-up ◦ Extended excerpt review/refinement ◦ Balance and blend ◦ Interpretation of conducting patterns • Written classes on jazz history and jazz theory • Guided and unguided practice sessions <ul style="list-style-type: none"> ◦ Reflection/practice logs • Listening Activities <ul style="list-style-type: none"> ◦ Call-and-response ◦ Balance and blend ◦ Improvisation practices ◦ Guided listening of small/large groups ◦ Error detection 	<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> • Self-Evaluation (Formative and Summative) • Concerts and Public Performances • Sightreading un/familiar music • Error detection for self and ensemble • Rehearsal etiquette • Participation and Preparedness • Student lead sectional time
<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> • In-class participation • Standardized measures (PMEA) of growth and mastery • Peer evaluations • Concert Performances 	
<p>Textbook/Primary Resource:</p>	

- *Written Jazz Standard Repertoire*
- *Jazz ninth edition Tanner Megill and Gerow*

Supplemental Resource Materials:

- Standard jazz band literature, grades 2-5
- Literature recordings
- Concert recordings