

Marking Period 1 (MPI)	Jazz Band Curriculum Pacing Guide – Level II
<p>MP 1</p> <p>Standards for Jazz Band Electives</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate musical ideas through jazz improvisation, stylistic interpretation, and exploration of rhythm, melody, and harmony. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by interpreting jazz notation, chord symbols, and ensemble arrangements with stylistic accuracy. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, guided improvisation, repetition, and teacher feedback to improve style, accuracy, and expression. • 1.5.HS.MU.Pr4a Perform jazz ensemble repertoire with steady tempo, accurate rhythms, stylistic articulation, swing feel, and expressive phrasing. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique specific to jazz performance including tone, articulation, style-specific rhythms, and section playing skills. • 1.5.HS.MU.Re7a Analyze, describe, and respond to jazz performances using appropriate musical vocabulary related to swing, articulation, form, harmony, and style. • 1.5.HS.MU.Cn10a Relate jazz performance to personal growth, collaboration, historical context, and ensemble responsibility.
<p>MP 1</p> <p>Topics</p>	<p>Review jazz tone and articulation</p> <p>Swing style: phrasing and accents</p> <p>Blues and minor blues scales</p> <p>ii–V progressions (intro)</p> <p>Improvisation strategies (motif, repetition, development)</p> <p>Jazz ensemble precision</p> <p>Rhythm section interaction</p> <p>Listening studies and jazz history</p> <p>Repertoire rehearsal</p> <p>Informal performance</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Jazz Technique & Swing Style: Students develop swing feel, jazz articulations, phrasing, balanced ensemble tone, and controlled sound production. • Improvisation Foundations: Students improvise using blues and minor scales, simple ii–V progressions, motivic ideas, and call-and-response structures. • Jazz Literacy & Harmonic Understanding: Students read lead sheets, interpret chord symbols and common jazz progressions, and apply jazz style vocabulary. • Ensemble Groove & Precision: Students perform with rhythmic accuracy, strong groove and feel, section independence, and balanced ensemble blend.
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Jazz method book (intermediate level) • Blues & minor scale charts • ii–V charts • Lead sheets • Repertoire appropriate for intermediate jazz ensemble • Tuner & metronome



Marking Period 2 (MPII)	Jazz Band Curriculum Pacing Guide – Level II
<p>MP 2</p> <p>Standards for Jazz Band Electives</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate musical ideas through jazz improvisation, stylistic interpretation, and exploration of rhythm, melody, and harmony. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by interpreting jazz notation, chord symbols, and ensemble arrangements with stylistic accuracy. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, guided improvisation, repetition, and teacher feedback to improve style, accuracy, and expression. • 1.5.HS.MU.Pr4a Perform jazz ensemble repertoire with steady tempo, accurate rhythms, stylistic articulation, swing feel, and expressive phrasing. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique specific to jazz performance including tone, articulation, style-specific rhythms, and section playing skills. • 1.5.HS.MU.Re7a Analyze, describe, and respond to jazz performances using appropriate musical vocabulary related to swing, articulation, form, harmony, and style. • 1.5.HS.MU.Cn10a Relate jazz performance to personal growth, collaboration, historical context, and ensemble responsibility.
<p>MP 2</p> <p>Topics</p>	<p>Review jazz band rehearsal procedures, swing style fundamentals, articulation conventions, and ensemble roles.</p> <p>Strengthen rhythmic accuracy focusing on swing eighths, syncopation, and jazz articulation patterns.</p> <p>Introduce blues scale and basic chord-tone improvisation over simple progressions.</p> <p>Develop section work focusing on balance, blend, articulation, and style consistency.</p> <p>Explore jazz forms including 12-bar blues and simple AABA structures.</p> <p>Practice improvisation using call-and-response, guide tones, and short melodic ideas.</p> <p>Rehearse jazz repertoire emphasizing groove, ensemble precision, and stylistic phrasing.</p> <p>Apply expressive elements such as dynamics, articulation contrast, and stylistic nuance.</p> <p>Rehearse performance selections focusing on accuracy, swing feel, balance, and solo development.</p> <p>Demonstrate learning through an informal performance or improvisation assessment and reflect on progress.</p>

<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Jazz Technique & Swing Feel: Students develop swing style, rhythmic feel, jazz articulation, phrasing, and accurate reading of jazz notation and style markings. • Improvisation Foundations & Musical Risk-Taking: Students explore blues scale and chord-tone improvisation, call-and-response traditions, and build solo confidence through creative expression. • Jazz Form, Groove & Ensemble Awareness: Students understand jazz structures, maintain groove and balance, listen across sections, and perform with strong ensemble blend. • Jazz as Cultural & Collaborative Expression: Students examine the historical and cultural roots of jazz while strengthening rehearsal discipline, collaboration, and expressive musicianship.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Jazz band instruments and rhythm section equipment • Jazz ensemble method books • Grade-appropriate jazz charts • Music stands and folders • Metronome and play-along tracks • Listening examples of classic and contemporary jazz • Teacher modeling and guided improvisation

Marking Period 3 (MPIII)	Jazz Band Curriculum Pacing Guide – Level II
<p>MP 3</p> <p>Standards for Jazz Band Electives</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate musical ideas through jazz improvisation, stylistic interpretation, and exploration of rhythm, melody, and harmony. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by interpreting jazz notation, chord symbols, and ensemble arrangements with stylistic accuracy. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, guided improvisation, repetition, and teacher feedback to improve style, accuracy, and expression. • 1.5.HS.MU.Pr4a Perform jazz ensemble repertoire with steady tempo, accurate rhythms, stylistic articulation, swing feel, and expressive phrasing. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique specific to jazz performance including tone, articulation, style-specific rhythms, and section playing skills. • 1.5.HS.MU.Re7a Analyze, describe, and respond to jazz performances using appropriate musical vocabulary related to swing, articulation, form, harmony, and style. • 1.5.HS.MU.Cn10a Relate jazz performance to personal growth, collaboration, historical context, and ensemble responsibility.
<p>MP 3</p> <p>Topics</p>	<p>Review jazz style fundamentals, rehearsal procedures, articulation concepts, and ensemble expectations.</p> <p>Develop improvisation using blues scales, major scales, and chord tones over common progressions.</p> <p>Strengthen rhythmic feel focusing on swing subdivision, syncopation, and time feel.</p> <p>Apply articulation and phrasing appropriate to swing, Latin, and funk styles.</p> <p>Explore form and harmony including 12-bar blues, AABA, and simple modal forms.</p> <p>Rehearse ensemble repertoire emphasizing balance, blend, groove, and stylistic accuracy.</p> <p>Develop solo construction including motivic development, phrasing length, and dynamic contrast.</p> <p>Strengthen rhythm section interaction and soloist accompaniment techniques.</p> <p>Rehearse performance selections focusing on accuracy, groove consistency, improvisation confidence, and ensemble cohesion.</p> <p>Demonstrate learning through a playing assessment or informal performance and reflect on improvisational growth.</p>

<p>MP 3</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Improvisation, Scales & Harmonic Application: Students develop improvised solos by applying jazz scales and chord tones while understanding blues and modal harmony. • Swing Feel, Rhythm & Stylistic Articulation: Students perform with rhythmic precision while developing swing feel and applying jazz articulation and phrasing appropriate to style. • Ensemble Interaction, Listening & Rhythm Section Coordination: Students strengthen ensemble listening and interaction while coordinating with the rhythm section to maintain balance, groove, and musical communication. • Practice Habits, Confidence & Jazz Context: Students build improvisation confidence through independent practice while exploring the cultural and historical context of jazz as a collaborative musical tradition.
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Jazz ensemble instruments • Grade-appropriate jazz band repertoire • Lead sheets and chord charts • Play-along tracks and recordings • Metronomes and tuners • Listening examples of jazz artists • Teacher modeling and guided improvisation

Marking Period 4 (MPIV)	Jazz Band Curriculum Pacing Guide – Level II
<p>MP 4</p> <p>Standards for Jazz Band Electives</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate musical ideas through jazz improvisation, stylistic interpretation, and exploration of rhythm, melody, and harmony. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by interpreting jazz notation, chord symbols, and ensemble arrangements with stylistic accuracy. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, guided improvisation, repetition, and teacher feedback to improve style, accuracy, and expression. • 1.5.HS.MU.Pr4a Perform jazz ensemble repertoire with steady tempo, accurate rhythms, stylistic articulation, swing feel, and expressive phrasing. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique specific to jazz performance including tone, articulation, style-specific rhythms, and section playing skills. • 1.5.HS.MU.Re7a Analyze, describe, and respond to jazz performances using appropriate musical vocabulary related to swing, articulation, form, harmony, and style. • 1.5.HS.MU.Cn10a Relate jazz performance to personal growth, collaboration, historical context, and ensemble responsibility.
<p>MP 4</p> <p>Topics</p>	<p>Review performance goals and repertoire.</p> <p>Refine improvisation and solo structure.</p> <p>Polish articulation, phrasing, and ensemble balance.</p> <p>Strengthen rhythm section cohesion.</p> <p>Rehearse repertoire with expressive intent.</p> <p>Conduct full ensemble run-throughs.</p> <p>Refine solos and ensemble transitions.</p> <p>Finalize performance selections.</p> <p>Perform in a concert or adjudicated setting.</p> <p>Reflect on growth and readiness for Level III Jazz Band.</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Improvisation Development, Structure & Musical Fluency: Students strengthen improvisation confidence by applying structured solo development and understanding how improvisation fits within jazz form. • Swing Feel, Style & Expressive Phrasing: Students refine advanced swing feel while shaping expressive phrasing and stylistic interpretation in jazz performance. • Ensemble Leadership, Collaboration & Performance Readiness: Students demonstrate ensemble leadership and collaborative musicianship while preparing for culminating jazz performances. • Reflection, Musicianship & Advanced Jazz Preparation: Students engage in reflective musicianship and self-assessment while building readiness for advanced jazz ensemble study.
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Advanced Level II jazz repertoire • Improvisation resources • Listening exemplars • Teacher coaching and critique • Performance and reflection tools