

Marking Period 1 (MPI)	Jazz Band Curriculum Pacing Guide – Level I
<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 exploration of rhythm, melody, harmony, and stylistic elements specific to jazz. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing jazz repertoire with attention to swing feel, style, and form. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve style accuracy, rhythm, articulation, and ensemble balance. • 1.5.HS.MU.Pr4a Perform jazz ensemble music with steady tempo, accurate rhythms, stylistically appropriate articulation, and developing expressive qualities. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including jazz-specific articulation, tone production, rhythm accuracy, and section roles. • 1.5.HS.MU.Re7a Analyze, describe, and respond to jazz music using appropriate musical vocabulary related to swing feel, articulation, form, and style. • 1.5.HS.MU.Cn10a Relate jazz performance to historical context, personal growth, collaboration, and participation in a stylistic ensemble.
<p>MP 1</p> <p>Topics</p>	<p>Ensemble expectations, jazz history introduction</p> <p>Jazz tone, articulation (doo/da)</p> <p>Swing feel & eighth-note interpretation</p> <p>Blues form and basic chord symbols</p> <p>Beginning improvisation (blues notes, simple patterns)</p> <p>Jazz style: accents, articulations, dynamics</p> <p>Listening and responding within section</p> <p>Jazz ensemble balance and blend</p> <p>Rehearsal of level-appropriate repertoire</p> <p>Informal performance and reflection</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Jazz Technique & Swing Style: Students develop basic swing articulation, jazz tone quality, rhythmic precision, and understanding of style markings. • Improvisation Foundations: Students explore blues scale patterns, call-and-response playing, simple riffs, and introductory solo concepts. • Jazz Literacy & Form Awareness: Students read jazz notation, understand blues form, interpret basic chord symbols, and apply jazz style vocabulary. • Ensemble Groove & Listening Skills: Students strengthen section unity, balance and blend, rhythm section coordination, and active listening across the ensemble.
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Jazz instrument • Jazz method book (e.g., Essential Elements Jazz or compatible text) • Blues scale charts • Jazz listening examples • Metronome & tuner • Repertoire appropriate for beginning jazz ensemble



Marking Period 2 (MPIO)	Jazz Band Curriculum Pacing Guide – Level I
<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 exploration of rhythm, melody, harmony, and stylistic elements specific to jazz. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing jazz repertoire with attention to swing feel, style, and form. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve style accuracy, rhythm, articulation, and ensemble balance. • 1.5.HS.MU.Pr4a Perform jazz ensemble music with steady tempo, accurate rhythms, stylistically appropriate articulation, and developing expressive qualities. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including jazz-specific articulation, tone production, rhythm accuracy, and section roles. • 1.5.HS.MU.Re7a Analyze, describe, and respond to jazz music using appropriate musical vocabulary related to swing feel, articulation, form, and style. • 1.5.HS.MU.Cn10a Relate jazz performance to historical context, personal growth, collaboration, and participation in a stylistic ensemble.
<p>MP 2</p> <p>Topics</p>	<p>Review rehearsal expectations, jazz band setup, section roles, and differences between concert band and jazz style.</p> <p>Introduce swing rhythm and jazz articulation including legato tonguing, accent placement, and style markings.</p> <p>Develop rhythmic accuracy through clapping, counting, and playing swing-based rhythms.</p> <p>Learn basic jazz forms such as 12-bar blues and simple AABA structures.</p> <p>Introduce chord symbols and basic harmonic awareness appropriate to Level I.</p> <p>Rehearse jazz ensemble repertoire focusing on swing feel, articulation, and steady tempo.</p> <p>Strengthen ensemble skills by listening across sections, balancing melody and accompaniment, and responding to rhythm section cues.</p> <p>Apply expressive elements such as dynamics, phrasing, and style-specific articulation.</p> <p>Rehearse performance selections focusing on accuracy, style, balance, and ensemble cohesion.</p> <p>Demonstrate learning through an informal performance or playing assessment and reflect on jazz style understanding.</p>

<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Swing Feel, Rhythm & Jazz Style: Students develop accurate swing rhythm, jazz articulation, phrasing, time feel, and understanding of style markings for authentic performance. • Jazz Form & Harmonic Awareness: Students recognize basic jazz forms, interpret chord symbols, and understand structural roles within jazz repertoire. • Ensemble Listening, Balance & Musical Coordination: Students strengthen ensemble awareness, follow rhythm section and conductor cues, and perform with strong balance and blend. • Jazz Tradition, Collaboration & Performance Confidence: Students explore jazz as a collaborative musical tradition, connect to its historical and cultural roots, and build confidence in ensemble performance.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student jazz band instruments • Jazz ensemble charts appropriate for Level I • Music stands and folders • Play-along tracks and listening examples • Metronome and rhythm section resources • Teacher modeling and guided rehearsal • Historical jazz recordings for listening



Marking Period 3 (MP3)	Jazz Band Curriculum Pacing Guide – Level I
<p>MP 3</p> <p>Standards for Jazz Band Electives</p>	<p>1.5.HS.MU.Cr1a Generate musical ideas through exploration of rhythm, melody, harmony, and stylistic elements specific to jazz.</p> <p>1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing jazz repertoire with attention to swing feel, style, and form.</p> <p>1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve style accuracy, rhythm, articulation, and ensemble balance.</p> <p>1.5.HS.MU.Pr4a Perform jazz ensemble music with steady tempo, accurate rhythms, stylistically appropriate articulation, and developing expressive qualities.</p> <p>1.5.HS.MU.Pr5a Develop and refine instrumental technique including jazz-specific articulation, tone production, rhythm accuracy, and section roles.</p> <p>1.5.HS.MU.Re7a Analyze, describe, and respond to jazz music using appropriate musical vocabulary related to swing feel, articulation, form, and style.</p> <p>1.5.HS.MU.Cn10a Relate jazz performance to historical context, personal growth, collaboration, and participation in a stylistic ensemble.</p>
<p>MP 3</p> <p>Topics</p>	<p>Review jazz rehearsal procedures, listening expectations, and swing style fundamentals.</p> <p>Develop swing rhythm accuracy focusing on subdivision, articulation, and style markings.</p> <p>Strengthen section-specific techniques including phrasing, balance, and blend.</p> <p>Introduce basic improvisation concepts using blues scale or limited note sets.</p> <p>Practice call-and-response patterns and short improvised phrases within the ensemble.</p> <p>Rehearse jazz repertoire emphasizing style, articulation, and ensemble precision.</p> <p>Develop dynamic contrast and expressive phrasing appropriate to jazz style.</p>

	<p>Refine improvisation skills focusing on rhythm, confidence, and musical shape.</p> <p>Rehearse performance selections focusing on time feel, balance, articulation, and stylistic accuracy.</p> <p>Demonstrate learning through an informal performance or improvisation assessment and reflect on growth.</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Jazz Style, Swing Feel & Articulation: Students develop swing style and jazz articulation while maintaining consistent time feel and rhythmic accuracy within jazz repertoire. • Improvisation, Call-and-Response & Musical Interaction: Students explore introductory improvisation concepts while responding to call-and-response structures and interacting musically within the ensemble. • Ensemble Listening, Balance & Section Technique: Students strengthen jazz ensemble awareness by balancing sections, applying instrument-specific jazz techniques, and following cues from the conductor and rhythm section. • Expression, Style & Performance Confidence: Students apply dynamics, phrasing, and stylistic interpretation while building confidence in performance and understanding jazz as a collaborative musical expression.
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Jazz band instruments and rhythm section equipment • Level I jazz ensemble charts • Music stands and folders • Play-along recordings and listening examples • Teacher modeling and guided rehearsal • Improvisation practice resources and backing tracks

Marking Period 4 (MPIV)	Jazz Band Curriculum Pacing Guide – Level I
<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 exploration of rhythm, melody, harmony, and stylistic elements specific to jazz. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing jazz repertoire with attention to swing feel, style, and form. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve style accuracy, rhythm, articulation, and ensemble balance. • 1.5.HS.MU.Pr4a Perform jazz ensemble music with steady tempo, accurate rhythms, stylistically appropriate articulation, and developing expressive qualities. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including jazz-specific articulation, tone production, rhythm accuracy, and section roles. • 1.5.HS.MU.Re7a Analyze, describe, and respond to jazz music using appropriate musical vocabulary related to swing feel, articulation, form, and style. • 1.5.HS.MU.Cn10a Relate jazz performance to historical context, personal growth, collaboration, and participation in a stylistic ensemble.
<p>MP 4</p> <p>Topics</p>	<p>Review jazz rehearsal expectations, performance goals, ensemble roles, and stylistic fundamentals.</p> <p>Reinforce swing feel, syncopation, and rhythmic accuracy through targeted warm-ups and listening examples.</p> <p>Refine jazz articulation including swing eighth notes, accents, and style-specific phrasing.</p> <p>Strengthen ensemble balance and blend, focusing on section roles and rhythm section support.</p> <p>Apply expressive elements such as dynamics, phrasing, and stylistic interpretation within repertoire.</p> <p>Rehearse full jazz selections focusing on form, transitions, and ensemble cohesion.</p> <p>Develop performance readiness through run-throughs emphasizing accuracy, style, and confidence.</p>



	<p>Refine performance details including articulation consistency, balance, and stylistic clarity.</p> <p>Perform in a concert, showcase, or informal performance setting for peers or the school community.</p> <p>Reflect on jazz skill development, ensemble experience, and readiness for Jazz Band Level II.</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>• Jazz Style, Swing Feel & Articulation: Students perform with stylistically accurate swing feel while developing rhythmic accuracy, jazz articulation, and stylistic awareness.</p> <p>• Jazz Form, Structure & Musical Understanding: Students explore jazz form and structure while understanding how articulation, phrasing, and stylistic interpretation shape jazz performance.</p> <p>• Ensemble Balance, Listening & Section Roles: Students strengthen ensemble interaction by balancing blend across sections, listening actively, and understanding rhythm section and ensemble roles.</p> <p>• Rehearsal Discipline, Performance Confidence & Reflection: Students demonstrate responsible rehearsal habits, build performance confidence, and reflect on learning while preparing for advanced jazz ensemble study.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Jazz band instruments and rhythm section equipment • Jazz ensemble charts appropriate for Level I • Music stands and folders • Recordings of professional jazz ensembles • Metronome and tuner tools as available • Teacher modeling and guided rehearsal • Listening and analysis activities