FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Jazz Ensemble

CAC Approval Date: April 29, 2026 **Board Approval Date: May 21, 2026**	**Course Length: 2 Semesters**
Grading: A-F	**Credits: 5 Credits per Semester**
Proposed Grade Level(s): 9, 10, 11, 12	**Subject Area: VAPA** **Elective Area (if applicable):** **Fine Arts**
Prerequisite(s): **Must have 2 years of experience in a school band class (or equivalent) and Audition.****	**Corequisite(s):** **Must be concurrently enrolled in concert band or orchestra**
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: Yes	
Course Intent: District Course **Program (if applicable):**	

Folsom Cordova Unified School District
2024-2025 Nondiscrimination Statement

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact:

Jim Huber, Ed.D., Assistant Superintendent, Educational Services
Compliance Officer, Section 504 Coordinator, ADA Coordinator (students)
jhuber@fcusd.org
916-294-9000 x 104580

Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org

916-294-9000 x 104415

1965 Birkmont Drive
Rancho Cordova, CA 95742

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742

The District nondiscrimination policy can be located at:
https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy

The District's nondiscrimination complaint procedures can be located at:
Students: https://www.fcusd.org/departments/compliance/complaints/uniform-complaints
Staff: https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:
Students: https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment
Staff: https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix

COURSE DESCRIPTION:

***Audition/skill assessments are used solely to determine appropriate student placement levels. Auditions/skill assessments will not be used to deny any student participation within the music program.*

The High School Jazz Ensemble is designed to provide opportunities for students to play instruments in a group setting and to lead students to acquire the skills needed for intermediate-level performance. This course offers students playing experiences where they may achieve a high level of musicianship skills and proficient techniques on an instrument. The music repertoire will be levels 3 and 4. Students must attend all scheduled music performances including evening concerts, weekends, festivals, and community performances.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Posture & Playing Position	How do musicians improve the quality of their performance?	*Teacher observations *Daily performance assessments	*Concerts *Festival performances *Playing tests *Written reflections
Unit 1 Essential Standards **MU:Pr5.3.E.IIIa** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.			
2. Tone Production	How do musicians improve the quality of their performance?	*Teacher observations *Daily performance assessments	*Concerts *Festival performances *Playing tests *Written reflections
Unit 2 Essential Standards **MU:Pr5.3.E.IIIa** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.			
3. Articulation	How do musicians improve the quality of their performance?	*Teacher observations *Daily performance assessments	*Concerts *Festival performances *Playing tests *Written reflections
Unit 3 Essential Standards **MU:Pr4.3.E.IIIa** Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.			
4. Music Appreciation	How do performers select repertoire? How do individuals choose music to experience?	*Class discussions and review resources.	*Projects *Student presentations *Written reflections
Unit 4 Essential Standards **MU:Re7.2.E.IIIa** Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.			
5. Music History and Culture	How does understanding the structure and context of musical works inform performance?	*Class discussions and review resources	*Projects *Student presentations *Written reflections
Unit 5 Essential Standards **MU:Cn11.0.T.IIIa** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			

6. Aesthetic Valuing	How do performers interpret musical works? How do we discern musical creators' and performers' expressive intent? How do we judge the quality of musical works and performances?	*Class discussions and review resources	*Projects *Student presentations *Written reflections
Unit 6 Essential Standards **MU:Re9.1.E.IIIa** Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.			
7. Ensemble Performance	When is a performance judged ready to present? How do context and how musical work is presented influence audience response? How do we judge the quality of musical works? How do musicians make meaningful connections to creating, performing, and responding?	*Teacher observations *Daily skills/performance assessments *Dress rehearsals for public performances/festivals	*Concerts *Festival performances *Playing tests *Written reflections
Unit 7 Essential Standards **MU:Cr6.1.E.IIIa** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.			
8. Composition	How do musicians generate creative ideas? How do musicians make creative decisions?	*Composition assignments *Informal assessments *Class discussions.	*Written composition *Projects *Performances of student compositions
Unit 8 Essential Standards **MU:Cr1.1.E.IIIa** Compose and improvise musical ideas for a variety of purposes and contexts.			
9. Ear Training and Music Theory	How do musicians improve the quality of their performance?	*Teacher observations *Theory *Ear training assignments *Daily skills & performance assessments	*Ear training and theory tests *Graded demonstration of skills
Unit 9 Essential Standards **MU:Re7.2.E.IIIa** Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.			

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):
Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.
https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf

Link to Framework (if applicable):
Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.
https://www.cde.ca.gov/ci/cr/cf/documents/caartsedfw.pdf

Link to Subject Area Content Standards (if applicable):
Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.
https://nafme.org/wp-content/uploads/2023/04/2014-Music-Standards-Ensemble-Strand.pdf

Link to Program Content Area Standards (if applicable):
Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
	N/A			