High School Jazz Ensemble Curriculum

Course Description: A year-long, performance class for students interested in the study and performance of jazz and jazz-related music. Special skills such as jazz rhythms, jazz harmonies and special articulations are covered, with an emphasis on application for performance. Several performance opportunities during the school year are provided. Students are expected to commit to perform for outside festival events listed on the current school year’s performance calendar, i.e. full participation in performances is required. Instrumentation is limited to saxophone, trumpet, trombone, guitar, electric bass, piano and drum set. This course may be repeated for additional credits.

Scope and Sequence:

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<th>Instructional Topics</th>
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<td>Improv</td>
<td>Topic 1: Genres</td>
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<td>Topic 2: Jazz Theory</td>
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</table>
Unit 1: Style

Subject: Jazz Ensemble  
Grade: 10-12  
Name of Unit: Style  
Length of Unit: Ongoing  
Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate styles of jazz. The student will transfer this understanding to their performances through the correct articulations, feel, tone, and ensemble blend.

Priority Standards for unit:
- EP.A9-12b Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve  
- PP.A9-12e Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature  
- PP.C9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles  
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Supporting Standards for unit:
- AP.A9-12a Identify and analyze forms and composition techniques: theme and variation, DC/Fine, DS al coda/Fine, AB/binary, ABA/ternary, song form, sonata, rondo, fugue, opera, ballet, musical theatre, symphonic, Jazz, sonata  
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment  
- AP.B9-12c Use musical terminology to describe their personal response to musical example  
- EP.E9-12b Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]  
- HC.B9-12c Describe the historical significance of selected musical literature  
- PP.B9-12b Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)  
- PP.D9-12b Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument  
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

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<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<td>standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve</td>
<td>Interpret</td>
<td>Analyze</td>
<td>Level 2</td>
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<td>standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve</td>
<td>Explain</td>
<td>Evaluate</td>
<td>Level 3</td>
</tr>
<tr>
<td>instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature</td>
<td>Apply</td>
<td>Apply</td>
<td>Level 4</td>
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<tr>
<td>a varied repertoire of music representing diverse cultures, genres and styles</td>
<td>Perform</td>
<td>Apply</td>
<td>Level 4</td>
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<tr>
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<td>Perform</td>
<td>Apply</td>
<td>Level 4</td>
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**Essential Questions:**
1. How are the genres of jazz performed?
2. How are articulations applied to the different genres of jazz?
3. Why is tone production an important topic for the young jazz performer?

**Enduring Understanding/Big Ideas:**
1. The many different genres of jazz performance are differentiated by: the style of eighth notes, instrumentation, and quality of tone.
2. Jazz articulations are performed from a set of historically based norms handed down through aural traditions.
3. The jazz performer must learn to create a variety of appropriate tone colors to correctly reflect the varied styles of jazz.

**Unit Vocabulary:**

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<td>Blues</td>
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<td>Ballad</td>
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<td>Latin</td>
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<td>Shuffle</td>
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<td>Jazz Waltz</td>
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<td>Vibes (vibraphone)</td>
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<td>Auxillary percussion</td>
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<td>timbles</td>
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<td>Improvisation (Improv)</td>
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<td>Head Chart</td>
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Mixolydian (V7)
Dominant
Major (I)
minor (i)
modes
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Seventh chords
p for piano
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cresc or < for crescendo
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dim for diminuendo
accelerando
ritardando
allegro
moderato
andante
largo
a tempo
accent
fermata
ties
slurs
glissando (gliss)
falls
doit
shakes
bends
mutes (straight, cup, bucket, harmon, hat, pixie, plunger (+closed & O open))
solo
soli
backgrounds
shout chorus
vamp
comp
walking bass line
arco
staccato
marcato
legato
sharp
flat
natural sign
whole note/rest
quarter note/rest
half note/rest
eighth-note pairs
dotted half note
sixteenth notes
dotted quarter followed by eighth
dotted quarter note/rest
3 eighth notes beamed together in 6/8
syncopation
cadence
DC/Fine
DS al coda/Fine
Balance
Blend
Chord
Common Time
Divisi
unison
harmony
intonation
measure
barline
Time signature
Meter - simple
Meter - compound
Half Time Feel
Chromatic
<table>
<thead>
<tr>
<th>Range</th>
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<tbody>
<tr>
<td>Consonance</td>
<td>Dissonance</td>
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<tr>
<td>Resonance</td>
<td>Vibrato</td>
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<tr>
<td>Body alignment/posture</td>
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</table>
Engaging Experience 1
Title: Performing Correct Style in Jazz Genres
Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- EP.A9-12b Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve
- PP.A9-12e Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature
- PP.C9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Supporting:

- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- EP.E9-12b Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
- PP.B9-12b Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)

Detailed Description/Instructions: Throughout the year students will be performing varying genres of jazz to demonstrate the use of style, tone, technique, and improv. Genres may include: Swing, Blues, Ballad, Latin, Samba, Salsa, Bossa Nova, Second Line Beat, Rock, Funk, Shuffle, & Jazz Waltz.

Bloom’s Levels: Apply
Webb’s DOK: Level 4
Topic 2: Articulation

Engaging Experience 1
Title: Performing Authentic Jazz Articulations
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- PP.A9-12e Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature
- PP.C9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Supporting:
- EP.E9-12b Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
- PP.B9-12b Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)
- PP.D9-12b Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument

Detailed Description/Instructions: Throughout the year students will be performing varying articulations in jazz to demonstrate the correct use of style & technique.

Bloom’s Levels: Apply
Webb’s DOK: Level 4
Engaging Experience 1

Title: Performing with Authentic Jazz Tone

Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- PP.A9-12e Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature
- PP.C9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Supporting:
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- EP.E9-12b Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
- PP.B9-12b Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)
- PP.D9-12b Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument

Detailed Description/Instructions: Throughout the year students will perform utilizing authentic jazz tone. Tone will be suitable for the given genre, style period, and performance requirements.

Bloom’s Levels: Apply

Webb’s DOK: Level 4
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be public performances. Each student will complete a post-concert evaluation for select performances in regards to dynamics, musical phrasing, articulation, and rhythm/note accuracy, style and improvisation.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genres</td>
<td>Performing Correct Style in Jazz Genres</td>
<td>Throughout the year students will be performing varying genres of jazz to demonstrate the use of style, tone, technique, and improv. Genres may include: Swing, Blues, Ballad, Latin, Samba, Salsa, Bossa Nova, Second Line Beat, Rock, Funk, Shuffle, &amp; Jazz Waltz.</td>
<td>Ongoing</td>
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<tr>
<td>Articulation</td>
<td>Performing Authentic Jazz Articulation</td>
<td>Throughout the year students will be performing varying articulations in jazz to demonstrate the correct use of style &amp; technique.</td>
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<tr>
<td>Tone</td>
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<td>Ongoing</td>
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</tbody>
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Unit 2: Performance

Subject: Jazz Ensemble
Grade: 10-12
Name of Unit: Performance
Length of Unit: Ongoing

Overview of Unit: The student will perform in concert performances that will allow them to perform varying genres of jazz using appropriate style, tone, technique, and improvisation.

Priority Standards for unit:
- EP.E9-12b Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
- PP.A9-12d Apply the ability to adjust the pitch to a given standard during performance (play in tune)
- PP.A9-12e Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature
- PP.B9-12b Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)
- PP.C9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Supporting Standards for unit:
- AP.A9-12a Identify and analyze forms and composition techniques: theme and variation, DC/Fine, DS al coda/Fine, AB/binary, ABA/ternary, song form, sonata, rondo, fugue, opera, ballet, musical theatre, symphonic, Jazz, sonata
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- EP.A9-12b Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve
- EP.D9-12c Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
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<td>Sight read</td>
<td>Create</td>
<td>Level 4</td>
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<tr>
<td>the ability to adjust the pitch to a given standard during performance (play in tune)</td>
<td>Apply</td>
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<td>Level 4</td>
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<td>music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)</td>
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<td>Understand</td>
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**Essential Questions:**

1. Why does performance change in each unique jazz genre?
2. How are the roles of the individual musician varied?
**Enduring Understanding/Big Ideas:**

1. Given the historical understanding of the many and varied genres of jazz, a performer must adapt their performance to fit the style, tone, articulation, and timing of the composition.

2. The roles of the individual musician vary in ensemble performance according to the instrumentation needs and the style or genre of a piece.

**Unit Vocabulary:**

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dim for diminuendo
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ritardando
allegro
moderato
andante
largo
a tempo
accent
fermata
ties
slurs
glissando (gliss)
falls
doit
shakes
bends
mutes (straight, cup, bucket, harmon, hat, pixie, plunger (+closed & 0 open))
solo
soli
backgrounds
shout chorus
vamp
comp
walking bass line
arco
staccato
marcato
legato
sharp
flat
natural sign
whole note/rest
quarter note/rest
half note/rest
eighth-note pairs
dotted half note
sixteenth notes
dotted quarter followed by eighth
dotted quarter note/rest
3 eighth notes beamed together in 6/8
syncopation
cadence
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DS al coda/Fine
Balance
Blind
Chord
Common Time
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barline
Time signature
| Meter - simple                  |
| Meter - compound               |
| Half Time Feel                 |
| Chromatic                      |
| Range                          |
| Timbre                         |
| Tutti                          |
| Consonance                     |
| Dissonance                     |
| Resonance                      |
| Vibrato                        |
| Body alignment/posture         |
Engaging Experience 1
Title: Performing Music in Varied Jazz Genres
Suggested Length of Time: Ongoing
Standards Addressed

Priority:
- EP.E9-12b Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
- PP.A9-12d Apply the ability to adjust the pitch to a given standard during performance (play in tune)
- PP.A9-12e Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature
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Supporting:
- AP.A9-12a Identify and analyze forms and composition techniques: theme and variation, DC/Fine, DS al coda/Fine, AB(binary, ABA/ternary, song form, sonata, rondo, fugue, opera, ballet, musical theatre, symphonic, Jazz, sonata
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- EP.A9-12b Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve
- EP.D9-12c Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)

Detailed Description/Instructions: Throughout the year students will be performing varying genres of jazz to demonstrate their understanding of style, tone, technique, and improv. Genres may include: Swing, Blues, Ballad, Latin, Samba, Salsa, Bossa Nova, Second Line Beat, Rock, Funk, Shuffle, & Jazz Waltz.

Bloom’s Levels: Create
Webb’s DOK: Level 4
Topic 2: Ensemble Performance

Engaging Experience 1
Title: Learning to Perform as an Ensemble
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- EP.E9-12b Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
- PP.A9-12d Apply the ability to adjust the pitch to a given standard during performance (play in tune)
- PP.A9-12e Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature
- PP.B9-12b Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)
- PP.C9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Supporting:
- AP.A9-12a Identify and analyze forms and composition techniques: theme and variation, DC/Fine, DS al coda/Fine, AB/binary, ABA/ternary, song form, sonata, rondo, fugue, opera, ballet, musical theatre, symphonic, Jazz, sonata
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- EP.A9-12b Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve
- EP.D9-12c Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)

Detailed Description/Instructions: Throughout the year students will be performing varying genres of jazz to demonstrate their understanding of ensemble performance in varying ensembles. Ensemble may include: big band, combos, sections, and featured soloists.

Bloom’s Levels: Create
Webb’s DOK: Level 4
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be public performances. Each student will complete a post-concert evaluation for select performances in regards to dynamics, musical phrasing, articulation, and rhythm/note accuracy, style and improvisation.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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</thead>
<tbody>
<tr>
<td>Genres</td>
<td>Performing Music in Various Jazz Genres</td>
<td>Throughout the year students will be performing varying genres of jazz to demonstrate their understanding of style, tone, technique, and improv. Genres may include: Swing, Blues, Ballad, Latin, Samba, Salsa, Bossa Nova, Second Line Beat, Rock, Funk, Shuffle, &amp; Jazz Waltz.</td>
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<td>Ensemble Performance</td>
<td>Learning to Perform as an Ensemble</td>
<td>Throughout the year students will be performing varying genres of jazz to demonstrate their understanding of ensemble performance in varying ensembles. Ensemble may include: big band, combos, sections, and featured soloists.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Subject: Jazz Ensemble
Grade: 10-12
Name of Unit: Listening
Length of Unit: Ongoing
Overview of Unit: The student will engage in a variety of listening activities that will teach them to listen to varying genres of jazz to hear examples of style, tone, technique, and improvisation. With this knowledge, the student will transfer this understanding to their performances.

Priority Standards for unit:
- AP.A9-12a Identify and analyze forms and composition techniques: theme and variation, DC/Fine, DS al coda/Fine, AB/binary, ABA/ternary, song form, sonata, rondo, fugue, opera, ballet, musical theatre, symphonic, Jazz, sonata
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- AP.B9-12c Use musical terminology to describe their personal response to musical example
- HC.A9-12b Identify genre or style from various historical periods through listening to selected ensemble repertoire
- HC.B9-12c Describe the historical significance of selected musical literature
- HC.D9-12a Discuss musical figures and their role as composers/performers/innovators

Supporting Standards for unit:
- EP.A9-12b Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve
- EP.D9-12c Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)
- EP.E9-12a Sight read standard musical notation at level 3 difficulty [Level 3—Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]
- EP.E9-12b Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
- PP.B9-12b Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)
- PP.C9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles
- PP.D9-12b Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

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<td>Remember</td>
<td>Level 1</td>
</tr>
<tr>
<td>the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment</td>
<td>Analyze</td>
<td>Analyze</td>
<td>Level 3</td>
</tr>
<tr>
<td>musical terminology to describe their personal response to musical example</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>Level 4</td>
</tr>
<tr>
<td>genre or style from various historical periods through listening to selected ensemble repertoire</td>
<td>Identify</td>
<td>Remember</td>
<td>Level 1</td>
</tr>
<tr>
<td>the historical significance of selected musical literature</td>
<td>Describe</td>
<td>Evaluate</td>
<td>Level 2</td>
</tr>
<tr>
<td>musical figures and their role as composers/performers/innovators</td>
<td>Discuss</td>
<td>Evaluate</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How are the genres of jazz audibly unique?
2. How are solos performed in the piece interesting, tied to the main musical ideas, and creatively using the changes of the composition?
3. How can the instrumentation of a composition change the performance?

**Enduring Understanding/Big Ideas:**
1. The many different genres of jazz are audibly differentiated by: style of eighth notes, instrumentation, and quality of tone.
2. The creative use of rhythmic and harmonic structure varying the original compositional materials and changes make solos stand out.
3. The instrumentation of a group can have major impact on the style, tonality, and responsibilities of the musicians.

**Unit Vocabulary:**

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<thead>
<tr>
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<th>Content/Domain Specific</th>
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Piano
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Electric Bass
Drum set
Vibes (vibraphone)
Auxiliary percussion
timbers
Improvisation (Improv)
Head Chart
Lead Sheet
Progression/changes
Pentatonic
Donian (ii)
Mixolydian (V7)
Dominant
Major (I)
minor (i)
modes
Diminished (half & full)
Seventh chords
p for piano
f for forte
mp for mezzo piano
mf for mezzo forte
pp for pianissimo
ff for fortissimo
cresc or < for crescendo
decres or> for decrescendo
dim for diminuendo
accelerando
ritardando
allegro
moderato
andante
largo
a tempo
accent
fermata
ties
slurs
glissando (gliss)
falls
doit
shakes
bends
mutes (straight, cup, bucket, harmon, hat, pixie, plunger (+closed & 0 open))
solo
soli
backgrounds
shout chorus
vamp
comp
walking bass line
arco
staccato
marcato
legato
sharp
flat
natural sign
whole note/rest
quarter note/rest
half note/rest
eighth-note pairs
dotted half note
sixteenth notes
dotted quarter followed by eighth
dotted quarter note/rest
3 eighth notes beamed together in 6/8
syncopation
cadence
DC/Fine
DS al coda/Fine
Balance
Blend
Chord
Common Time
<table>
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<th>Divisi</th>
<th>unison</th>
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**Engaging Experience 1**

**Title:** Listening to Varied Genres  
**Suggested Length of Time:** Ongoing

### Standards Addressed

**Priority:**

- AP.A9-12a Identify and analyze forms and composition techniques: theme and variation, DC/Fine, DS al coda/Fine, AB(binary, ABA/ternary, song form, sonata, rondo, fugue, opera, ballet, musical theatre, symphonic, Jazz, sonata
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- AP.B9-12c Use musical terminology to describe their personal response to musical example
- HC.A9-12b Identify genre or style from various historical periods through listening to selected ensemble repertoire
- HC.B9-12c Describe the historical significance of selected musical literature
- HC.D9-12a Discuss musical figures and their role as composers/performers/innovators

**Supporting:**

- PP.B9-12b Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)
- PP.C9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles

### Detailed Description/Instructions:

Throughout the year students will be listening to varying genres of jazz to hear examples of style, tone, technique, and improv. Genres may include: Swing, Blues, Ballad, Latin, Samba, Salsa, Bossa Nova, Second Line Beat, Rock, Funk, Shuffle, & Jazz Waltz.

**Bloom’s Levels:** Evaluate  
**Webb’s DOK:** Level 4
Topic 2: Solos

Engaging Experience 1
Title: Listening to Improvised Solos
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- AP.B9-12c Use musical terminology to describe their personal response to musical example
- HC.A9-12b Identify genre or style from various historical periods through listening to selected ensemble repertoire
- HC.B9-12c Describe the historical significance of selected musical literature
- HC.D9-12a Discuss musical figures and their role as composers/performers/innovators

Supporting:
- PP.D9-12b Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Detailed Description/Instructions: Throughout the year students will be listening to varying examples of solo improvisations to hear examples of style, tone, technique, and creativity.

Bloom’s Levels: Evaluate
Webb’s DOK: Level 4
Topic 3: Instrumentation

Engaging Experience 1
Title: Listening for Different Instrumentations
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- AP.B9-12c Use musical terminology to describe their personal response to musical example
- HC.A9-12b Identify genre or style from various historical periods through listening to selected ensemble repertoire
- HC.B9-12c Describe the historical significance of selected musical literature
- HC.D9-12a Discuss musical figures and their role as composers/performers/innovators

Supporting:
- PP.C9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles
- PP.D9-12b Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Detailed Description/Instructions: The student will discuss the varied instrumentation of recorded music and compare them to standard groups. Standard groups can include: big bands & jazz combos.

Bloom’s Levels: Evaluate
Webb’s DOK: Level 4
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be public performances. Each student will complete a post-concert evaluation for select performances in regards to dynamics, musical phrasing, articulation, and rhythm/note accuracy, style and improvisation.
## Summary of Engaging Learning Experiences for Topics

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<td>Genres</td>
<td>Listening to Varied Genres</td>
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<tr>
<td>Solos</td>
<td>Listening to Improvised Solos</td>
<td>Throughout the year students will be listening to varying examples of solo improvisations to hear examples of style, tone, technique, and creativity.</td>
<td>Ongoing</td>
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<tr>
<td>Instrumentation</td>
<td>Listening for Different Instrumentation</td>
<td>The student will discuss the varied instrumentation of recorded music and compare them to standard groups. Standard groups can include: big bands &amp; jazz combos.</td>
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</tr>
</tbody>
</table>
Unit 4: Improv

Subject: Jazz Ensemble
Grade: 10-12
Name of Unit: Improv
Length of Unit: Ongoing
Overview of Unit: The students will engage in a variety of activities that will give them a better understanding of chord progressions, form, elements of good improvised solos in varying genres of jazz. With this knowledge, the student will transfer this understanding to their performances.

Priority Standards for unit:
- EP.D9-12c Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)
- PP.D9-12b Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument

Supporting Standards for unit:
- AP.A9-12a Identify and analyze forms and composition techniques: theme and variation, DC/Fine, DS al coda/Fine, AB/binary, ABA/ternary, song form, sonata, rondo, fugue, opera, ballet, musical theatre, symphonic, Jazz, sonata
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- HC.B9-12c Describe the historical significance of selected musical literature
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include solos, chamber ensembles, and large groups
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
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<td>selected literature that includes nonstandard notation symbols (See Elements of Music)</td>
<td>Interpret</td>
<td>Create</td>
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<td>by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument</td>
<td>Play</td>
<td>Create</td>
<td>Level 4</td>
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</table>

Board Approved: April 12, 2018
**Essential Questions:**
1. How does improvisational soloing change in each unique jazz genre?
2. How does the knowledge of jazz theory improve the improvisational skill set of the soloist?

**Enduring Understanding/Big Ideas:**
1. Understanding of traditional changes in given genre combined with the skills to choose appropriate pitches performed in stylistically appropriate rhythmic settings will generate correct sounding solos.
2. Jazz theory allows musicians a better understanding of compositional demands for form and chord structure.

**Unit Vocabulary:**

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moderato
andante
largo
a tempo
accent
fermata
ties
slurs
glissando (gliss)
falls
doit
shakes
bends
mutes (straight, cup, bucket, harmon, hat, pixie, plunger (+closed & \( ^{0} \) open))
solo
soli
backgrounds
shout chorus
vamp
comp
walking bass line
\textit{arco}
\textit{staccato}
\textit{marcato}
\textit{legato}
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Engaging Experience 1
Title: Improvisational Soloing in Varied Genres
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- EP.D9-12c Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)
- PP.D9-12b Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument

Supporting:
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Detailed Description/Instructions: Throughout the year students will be performing solo improvisations of varying genres to demonstrate the understanding of style, tone, technique, changes, and chord structures. Genres may include: Swing, Blues, Ballad, Latin, Samba, Salsa, Bossa Nova, Second Line Beat, Rock, Funk, Shuffle, & Jazz Waltz.

Bloom’s Levels: Apply
Webb’s DOK: Level 4
Topic 2: Jazz Theory

Engaging Experience 1

Title: Creating a Solo Improvisation through knowledge of Jazz Theory

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- EP.D9-12c Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)
- PP.D9-12b Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument

Supporting:

- AP.A9-12a Identify and analyze forms and composition techniques: theme and variation, DC/Fine, DS al coda/Fine, AB/binary, ABA/ternary, song form, sonata, rondo, fugue, opera, ballet, musical theatre, symphonic, Jazz, sonata
- AP.B9-12b Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- PP.E9-12b Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups

Detailed Description/Instructions: Throughout the year students will be learning solo improvisations skills to demonstrate the understanding of chords, scales, changes, and solo improvisations.

Bloom’s Levels: Create

Webb’s DOK: Level 4
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be public performances. Each student will complete a post-concert evaluation for select performances in regards to dynamics, musical phrasing, articulation, and rhythm/note accuracy, style and improvisation.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genres</td>
<td>Improvisational Soloing in Varied Genres</td>
<td>Throughout the year students will be performing solo improvisations of varying genres to demonstrate the understanding of style, tone, technique, changes, and chord structures. Genres may include: Swing, Blues, Ballad, Latin, Samba, Salsa, Bossa Nova, Second Line Beat, Rock, Funk, Shuffle, &amp; Jazz Waltz.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Jazz Theory</td>
<td>Creating a Solo Improvisation through knowledge of Jazz Theory</td>
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</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.