



Park Hill School District

Building Successful Futures • Each Student • Every Day

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:

Timeframe	Unit	Instructional Topics
ongoing	Style	Topic 1: Genres Topic 2: Articulation Topic 3: Tone
ongoing	Performance	Topic 1: Genres Topic 2: Ensemble Performance
ongoing	Listening	Topic 1: Genres Topic 2: Solos Topic 3: Instrumentation
ongoing	Improv	Topic 1: Genres Topic 2: Jazz Theory

Curriculum Revision Tracking

Spring, 2020

- Aligned the course to the new Fine Arts Missouri Learning Standards

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:

- MU:Cr3B.H.II: Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting Standards for unit:

- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	Perform	Apply	4
with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a	Perform	Apply	4

variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).			
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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:

Academic Cross-Curricular Words	Content/Domain Specific
	Styles: Swing Blues Ballad Latin Samba Salsa Bossa Nova Second Line Beat Rock Funk Shuffle Jazz Waltz Instrumentation: Flute Clarinet Soprano Saxophone Alto Saxophone Tenor Saxophone Bari Saxophone

	<p> Trumpet Flugel Trombone Bass Trombone Guitar Piano Acoustic (upright) Bass Electric Bass Drum set Vibes (vibraphone) Auxiliary percussion timbles Improvisation (Improv) Head Chart Lead Sheet Progression/changes Pentatonic Donian (ii) Mixolydian (V7) Dominant Major (I) minor (i) modes Diminished (half & full) Seventh chords <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or <i><</i> for <i>crescendo</i> <i>decrec</i> or <i>></i> for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> <i>accelerando</i> <i>ritardando</i> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>largo</i> </p>
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	<p> <i>a tempo</i> <i>accent</i> <i>fermata</i> 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 <i>arco</i> <i>staccato</i> <i>marcato</i> <i>legato</i> 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 <i>DC/Fine</i> <i>DS al coda/Fine</i> Balance </p>
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	<p>Blend</p> <p>Chord</p> <p>Common Time</p> <p>Divisi</p> <p>unison</p> <p>harmony</p> <p>intonation</p> <p>measure</p> <p>barline</p> <p>Time signature</p> <p>Meter - simple</p> <p>Meter - compound</p> <p>Half Time Feel</p> <p>Chromatic</p> <p>Range</p> <p>Timbre</p> <p>Tutti</p> <p>Consonance</p> <p>Dissonance</p> <p>Resonance</p> <p>Vibrato</p> <p>Body alignment/posture</p>
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Topic 1: Genres

Engaging Experience 1

Title: Performing Correct Style in Jazz Genres

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr3B.H.II: Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

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: 4

Topic 2: Articulation

Engaging Experience 1

Title: Performing Authentic Jazz Articulations

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr3B.H.II: Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

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: 4

Topic 3: Tone

Engaging Experience 1

Title: Performing with Authentic Jazz Tone

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr3B.H.II: Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

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: 4

Engaging Scenario

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 regard to dynamics, musical phrasing, articulation, and rhythm/note accuracy, style and improvisation.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Genres	Performing Correct Style in Jazz Genres	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.	Ongoing
Articulation	Performing Authentic Jazz Articulation	Throughout the year students will be performing varying articulations in jazz to demonstrate the correct use of style & technique.	Ongoing
Tone	Performing Authentic Jazz Tone	Throughout the year students will perform utilizing authentic jazz tone. Tone will be suitable for the given genre, style period, and performance requirements.	Ongoing

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:

- MU:Cr3B.H.II: Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas
- MU:Pr4C.H.II: Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
- MU:Re7A.H.II: Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context

Supporting Standards for unit:

- MU:Pr4A.H.II: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr4B.H.II: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas	Perform	Create	4
in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Explain	Evaluate	4
and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.	Develop	Apply	4
with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	Perform	Apply	4
criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context	Apply	Apply	4

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:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Styles:</p> <p>Swing</p> <p>Blues</p> <p>Ballad</p> <p>Latin</p> <p>Samba</p> <p>Salsa</p> <p>Bossa Nova</p> <p>Second Line Beat</p> <p>Rock</p> <p>Funk</p> <p>Shuffle</p> <p>Jazz Waltz</p> <p>Instrumentation:</p> <p>Flute</p> <p>Clarinet</p> <p>Soprano Saxophone</p> <p>Alto Saxophone</p> <p>Tenor Saxophone</p> <p>Bari Saxophone</p> <p>Trumpet</p> <p>Flugel</p> <p>Trombone</p> <p>Bass Trombone</p> <p>Guitar</p> <p>Piano</p> <p>Acoustic (upright) Bass</p> <p>Electric Bass</p> <p>Drum set</p> <p>Vibes (vibraphone)</p> <p>Auxiliary percussion</p> <p>timbles</p> <p>Improvisation (Improv)</p> <p>Head Chart</p> <p>Lead Sheet</p> <p>Progression/changes</p> <p>Pentatonic</p>

	<p> Donian (ii) Mixolydian (V7) Dominant Major (I) minor (i) modes Diminished (half & full) Seventh chords <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or <i><</i> for <i>crescendo</i> <i>decrec</i> or <i>></i> for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> <i>accelerando</i> <i>ritardando</i> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>largo</i> <i>a tempo</i> <i>accent</i> <i>fermata</i> 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 </p>
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	<p> comp walking bass line <i>arco</i> <i>staccato</i> <i>marcato</i> <i>legato</i> 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 <i>DC/Fine</i> <i>DS al coda/Fine</i> Balance Blend Chord Common Time Divisi unison harmony intonation measure barline Time signature Meter - simple Meter - compound Half Time Feel Chromatic Range Timbre Tutti </p>
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	Consonance Dissonance Resonance Vibrato Body alignment/posture
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Topic 1: Genres

Engaging Experience 1

Title: Performing Music in Varied Jazz Genres

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr3B.H.II: Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas
- MU:Pr4A.H.II: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr4A.H.II: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

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:

- MU:Pr4C.H.II: Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
- MU:Re7A.H.II: Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context

Supporting:

- MU:Pr4A.H.II: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr4B.H.II: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

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: 4

Engaging Scenario

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 regard to dynamics, musical phrasing, articulation, and rhythm/note accuracy, style and improvisation.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Genres	Performing Music in Various Jazz Genres	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.	Ongoing
Ensemble Performance	Learning to Perform as an Ensemble	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.	Ongoing

Unit 3: Listening

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:

- MU:Re8A.H.II: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.
- MU:Re9A.H.II: Apply personally-developed and established criteria based on research , personal preference, analysis, interpretation, expressive intent , and musical qualities to evaluate contrasting individual and small group musical selections for listening.

Supporting Standards for unit:

- MU:Cn10A.H.II: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11A.H.II: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.	Explain	Apply	Level 3
personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent , and musical qualities to evaluate contrasting individual and small group musical selections for listening.	Apply	Apply	Level 3

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:

Academic Cross-Curricular Words	Content/Domain Specific
	Styles: Swing Blues Ballad Latin Samba Salsa Bossa Nova Second Line Beat Rock Funk Shuffle Jazz Waltz Instrumentation: Flute Clarinet Soprano Saxophone Alto Saxophone Tenor Saxophone Bari Saxophone Trumpet Flugel Trombone

	<p>Bass Trombone</p> <p>Guitar</p> <p>Piano</p> <p>Acoustic (upright) Bass</p> <p>Electric Bass</p> <p>Drum set</p> <p>Vibes (vibraphone)</p> <p>Auxiliary percussion</p> <p>timbles</p> <p>Improvisation (Improv)</p> <p>Head Chart</p> <p>Lead Sheet</p> <p>Progression/changes</p> <p>Pentatonic</p> <p>Donian (ii)</p> <p>Mixolydian (V7)</p> <p>Dominant</p> <p>Major (I)</p> <p>minor (i)</p> <p>modes</p> <p>Diminished (half & full)</p> <p>Seventh chords</p> <p><i>p</i> for <i>piano</i></p> <p><i>f</i> for <i>forte</i></p> <p><i>mp</i> for <i>mezzo piano</i></p> <p><i>mf</i> for <i>mezzo forte</i></p> <p><i>pp</i> for <i>pianissimo</i></p> <p><i>ff</i> for <i>fortissimo</i></p> <p><i>cresc</i> or <i><</i> for <i>crescendo</i></p> <p><i>decrec</i> or <i>></i> for <i>decrescendo</i></p> <p><i>dim</i> for <i>diminuendo</i></p> <p><i>accelerando</i></p> <p><i>ritardando</i></p> <p><i>allegro</i></p> <p><i>moderato</i></p> <p><i>andante</i></p> <p><i>largo</i></p> <p><i>a tempo</i></p> <p><i>accent</i></p> <p><i>fermata</i></p>
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	<p>ties</p> <p>slurs</p> <p>glissando (gliss)</p> <p>falls</p> <p>doit</p> <p>shakes</p> <p>bends</p> <p>mutes (straight, cup, bucket, harmon, hat, pixie, plunger (+closed & ^o open))</p> <p>solo</p> <p>solì</p> <p>backgrounds</p> <p>shout chorus</p> <p>vamp</p> <p>comp</p> <p>walking bass line</p> <p><i>arco</i></p> <p><i>staccato</i></p> <p><i>marcato</i></p> <p><i>legato</i></p> <p>sharp</p> <p>flat</p> <p>natural sign</p> <p>whole note/rest</p> <p>quarter note/rest</p> <p>half note/rest</p> <p>eighth-note pairs</p> <p>dotted half note</p> <p>sixteenth notes</p> <p>dotted quarter followed by eighth</p> <p>dotted quarter note/rest</p> <p>3 eighth notes beamed together in 6/8</p> <p>syncopation</p> <p>cadence</p> <p><i>DC/Fine</i></p> <p><i>DS al coda/Fine</i></p> <p>Balance</p> <p>Blend</p> <p>Chord</p> <p>Common Time</p>
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	<div> <div>Divisi</div> <div>unison</div> <div>harmony</div> <div>intonation</div> <div>measure</div> <div>barline</div> <div>Time signature</div> <div>Meter - simple</div> <div>Meter - compound</div> <div>Half Time Feel</div> <div>Chromatic</div> <div>Range</div> <div>Timbre</div> <div>Tutti</div> <div>Consonance</div> <div>Dissonance</div> <div>Resonance</div> <div>Vibrato</div> <div>Body alignment/posture</div> </div>
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Topic 1: Genres

Engaging Experience 1

Title: Listening to Varied Genres

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Re8A.H.II: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.
- MU:Re9A.H.II: Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.

Supporting:

- MU:Cn10A.H.II: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11A.H.II: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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: 4

Topic 2: Solos

Engaging Experience 1

Title: Listening to Improvised Solos

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Re8A.H.II: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.
- MU:Re9A.H.II: Apply personally-developed and established criteria based on research , personal preference, analysis, interpretation, expressive intent , and musical qualities to evaluate contrasting individual and small group musical selections for listening.

Supporting:

- MU:Cn10A.H.II: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11A.H.II: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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: 4

Topic 3: Instrumentation

Engaging Experience 1

Title: Listening for Different Instrumentations

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Re8A.H.II: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.
- MU:Re9A.H.II: Apply personally-developed and established criteria based on research , personal preference, analysis, interpretation, expressive intent , and musical qualities to evaluate contrasting individual and small group musical selections for listening.

Supporting:

- MU:Cn10A.H.II: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11A.H.II: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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: 4

Engaging Scenario

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 regard to dynamics, musical phrasing, articulation, and rhythm/note accuracy, style and improvisation.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Genres	Listening to Varied Genres	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.	Ongoing
Solos	Listening to Improvised Solos	Throughout the year students will be listening to varying examples of solo improvisations to hear examples of style, tone, technique, and creativity.	Ongoing
Instrumentation	Listening for Different Instrumentation	The student will discuss the varied instrumentation of recorded music and compare them to standard groups. Standard groups can include big bands & jazz combos.	Ongoing

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:

- MU:Cr1A.H.II: Generate melodic, rhythmic and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.
- MU:Cr3B.H.II: Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting Standards for unit:

- MU:Pr4B.H.II: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
melodic, rhythmic and harmonic ideas for compositions (forms such as rounded binary or rondo),	Generate	Create	4

improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.			
final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas	Perform	Create	4
with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	Perform	Apply	4

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:

Academic Cross-Curricular Words	Content/Domain Specific
	Styles: Swing Blues Ballad Latin Samba Salsa Bossa Nova Second Line Beat

	<p> Rock Funk Shuffle Jazz Waltz Instrumentation: Flute Clarinet Soprano Saxophone Alto Saxophone Tenor Saxophone Bari Saxophone Trumpet Flugel Trombone Bass Trombone Guitar Piano Acoustic (upright) Bass Electric Bass Drum set Vibes (vibraphone) Auxiliary percussion timbles Improvisation (Improv) Head Chart Lead Sheet Progression/changes Pentatonic Donian (ii) Mixolydian (V7) Dominant Major (I) minor (i) modes Diminished (half & full) Seventh chords <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> </p>
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	<p> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or <i><</i> for <i>crescendo</i> <i>decrec</i> or <i>></i> for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> <i>accelerando</i> <i>ritardando</i> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>largo</i> <i>a tempo</i> <i>accent</i> <i>fermata</i> 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 <i>arco</i> <i>staccato</i> <i>marcato</i> <i>legato</i> sharp flat natural sign whole note/rest quarter note/rest half note/rest </p>
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	<p> 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 <i>DC/Fine</i> <i>DS al coda/Fine</i> Balance Blend Chord Common Time Divisi unison harmony intonation measure barline Time signature Meter - simple Meter - compound Half Time Feel Chromatic Range Timbre Tutti Consonance Dissonance Resonance Vibrato Body alignment/posture </p>
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Topic 1: Genres

Engaging Experience 1

Title: Improvisational Soloing in Varied Genres

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr1A.H.II: Generate melodic, rhythmic and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.
- MU:Cr3B.H.II: Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

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: 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:

- MU:Cr1A.H.II: Generate melodic, rhythmic and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.
- MU:Cr3B.H.II: Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas
- MU:Pr6A.H.II: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr4B.H.II: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr5A.H.II: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

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: 4

Engaging Scenario

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 regard to dynamics, musical phrasing, articulation, and rhythm/note accuracy, style and improvisation.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Genres	Improvisational Soloing in Varied Genres	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.	Ongoing
Jazz Theory	Creating a Solo Improvisation through knowledge of Jazz Theory	Throughout the year students will be learning solo improvisations skills to demonstrate the understanding of chords, scales, changes, and solo improvisations.	Ongoing

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.