

**San Mateo Union High School District
Course of Study**

Jazz Ensemble

Course Description

UC/CSU “a-g” Subject Area: Visual and Performing Arts

B. Grade Level: 10-12

C. Credits: 10

D. Pre-Requisites:

1. Ability to read music
2. At least one year of performing on an instrument
3. By audition only

E. Course Description

The Jazz Ensemble is for advanced level instrumental musicians, comprised mainly of, but not limited to, sophomores, juniors, and seniors. The Jazz Ensemble will perform music from the jazz idiom (styles include swing, rock, ballad and latin). While learning the techniques of rehearsal and performance, the students analyze compositional elements in cultural and historical context, gaining a deeper aesthetic understanding of music. The performance schedule will require a time commitment outside the regular school day. This course is aligned with the *California Content Standards for Music-Grades 9-12 Proficient*.

II. Course Purpose: Goals and Student Outcomes

Students will:

Standards addressed:

Recognize, notate, identify and analyze essential elements of Jazz using appropriate skills and terminology.	1.0 Artistic Perception 2.0 Creative Expression
Synthesize and apply learned skills and knowledge in performing a varied repertoire of Jazz. They compose, arrange and improvise Jazz using state-of-the-art technology when appropriate.	2.0 Creative Expression

Demonstrate knowledge and understanding of Jazz from a variety of cultures and historical contexts. They analyze the role of Jazz in past and present cultures throughout the world.	1.0 Artistic Perception 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing
Critically assess, respond to, and find meaning in the aesthetic dimensions of a Jazz piece using language unique to music.	1.0 Artistic Perception 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing
Apply what they learn in Jazz across the curricula through written and oral expression. They learn about careers in and related to Jazz.	1.0 Artistic Perception 5.0 Connections, Relationships, Applications
Develop and apply habits and behaviors appropriate in individual and group settings. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.	5.0 Connections, Relationships, Applications
7. Perform advanced musical literature from various areas of musical history.	2.0 Creative Expression 3.0 Historical and Cultural Context
8. Demonstrate advanced rehearsal and performance techniques (e.g. proper posture, rehearsal etiquette, etc.).	2.0 Creative Expression
9. Reflect upon and assess the characteristics and merits of outside community musical performances.	1.0 Artistic Perception 4.0 Aesthetic Valuing 5.0 Connections, Relationships, Applications
10. Know how to successfully prepare for and perform in auditions.	1.0 Artistic Perception 2.0 Creative Expression 5.0 Connections, Relationships, Applications
11. Improvise melodies on their instruments.	2.0 Creative Expression 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing

III. Course Outline

Fall Semester Outline

A. The Elements of Music

California Content Standards for the Visual Arts Grades 9-12 Proficient

Artistic Perception (1.4, 1.5, 1.6)

5.0 Connections, Relationships, Applications (5.1)

1. Melody
2. Harmony
3. Texture
4. Timbre
5. Form
6. Dynamics
7. Tempo
8. Rhythm
9. Aesthetics

B. Fundamentals of Jazz Ensemble Playing

California Content Standards for the Visual Arts Grades 9-12 Proficient

2.0 Creative Expression (2.4, 2.5)

Posture

Air Control and Support

Tone

Intonation

Balance and Blend

Articulations

Phrasing

C. Fundamentals of Jazz Theory

California Content Standards for the Visual Arts Grades 9-12 Proficient

1.0 Artistic Perception (1.1, 1.4, 1.5)

3.0 Historical and Cultural Context (3.1, 3.3, 3.4, 3.6)

4.0 Aesthetic Valuing (4.1)

Rhythm and rhythmic patterns

Meter

Key Signatures

Scales and Triads

Vocabulary

Blues form

Basic approach to improvised solos-Jamey Aebersold vol.1, etc.

D. Historical, Cultural and Aesthetic Dimensions in Jazz

California Content Standards for the Visual Arts Grades 9-12 proficient:

3.0 Historical and Cultural Context (3.2, 3.6, 3.7, 3.8)

4.0 Aesthetic Perception (4.2, 4.3)

Study of the History of Jazz includes demonstrations and lectures (which includes listening to and reflecting) upon the main innovators in the Jazz genre. In addition, students will understand the influence of Afro-Cuban and other world music upon the development of the Jazz. Artists to be studied include:

Louis Armstrong

Duke Ellington

Count Basie
Charlie Parker
Miles Davis
John Coltrane
Other artists who have developed on-going trends in the Jazz world.

Students will reflect both verbally and in writing on the historical, cultural and aesthetic dimensions of selected pieces using the appropriate musical terminology:

Discuss the importance of a Jazz artist in light of the time/culture/historical events in which s/he lived, focusing on the contribution of the artist to the time period instead of how history impacted the artist.

Analyze Jazz styles that show influence/synthesis of different cultural traditions

Analyze musical elements in Jazz and how they evoke emotional responses

Discuss the evolution of Jazz as we look at the development of musical instruments and ensembles over time, the impact of cultural and historic changes, and technology on the creation and distribution of music.

Identify and analyze the emotional responses elicited Jazz.

Identify, describe and relate the aesthetic dimensions of Jazz in various ways

E. . Performance Review

Content Standards for the Visual Arts Grades 9-12 Proficient

1.0 Artistic Perception (1.4, 1.5, 1.6)

2.0 Creative Expression (2.4, 2.5)

3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.5)

4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4)

5.0 Connections, Relationships, Applications (5.1)

Live and/or recorded musical performances from a variety of genres

1. Reflection on the musical elements used in the pieces, comparing works from different cultures and time periods.
2. Assessment
3. Performance of selected pieces from specific cultures with an explanation of how and why people in those cultures respond to the selected musical work.

F. Fall Concert

California Content Standards for the Visual Arts Grades 9-12 Proficient:

Artistic Perception (1.1, 1.2)

Creative Expression (2.4, 2.5)

Historical and Cultural Context (3.4)

Final Performance

Preparation for and participation in the Fall Concert which is a cumulative application of content studied during the fall semester

Spring Semester Outline

G. Advanced Techniques of Jazz Ensemble Playing

California Content Standards for the Visual Arts Grades 9-12 proficient:

1.0 Artistic Perception (1.2, 1.3, 1.5)

2.0 Creative Expression (2.4, 2.5, 2.9, 2.10)

3.0 Historical and Cultural Context (3.1, 3.3)

5.0 Connections, Relationships, Applications (5.1)

1. Balance/Blend
2. Advanced Phrasing
3. Musical Sensitivity
4. Musical Expression
5. Interpretation
6. Sight-Reading
7. Transposition
8. Improvisation

H. Advanced Techniques of Jazz Theory

California Content Standards for the Visual Arts Grades 9-12 proficient:

- 1.0 Artistic Perception (1.1, 1.4, 1.5, 1.6)
- 2.0 Creative Expression (2.4, 2.6, 2.7, 2.8)
- 3.0 Historical and Cultural Context (3.1, 3.3, 3.4, 3.5)
- 4.0 Aesthetic Valuing (4.1, 4.3, 4.4)

1. Musical Styles-swing, shuffle, ballad, be-bop, Latin, jazz-rock, fusion, etc.
2. Jazz Forms
3. Chord Progressions (II-V-I, etc)
4. Extended Harmony and Altered Chords
5. Modal Harmony
6. Dictation
7. Composition Assignment
8. Synthesis of musical elements into advancing proficiency with improvised solos.

I. Performance Review

California Content Standards for the Visual Arts Grades 9-12 proficient:

- 1.0 Artistic Perception (1.4, 1.5, 1.6)
- 2.0 Creative Expression (2.4, 2.5)
- 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.5)
- 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4)
- 5.0 Connections, Relationships, Applications (5.1)

Live and/or recorded musical performances

1. Reflection
2. Assessment
3. Students will perform as soloists and in small ensembles demonstrating the different musical approaches required of each, and will compare and contrast to performing with a larger ensemble.

J. Spring Concert

California Content Standards for the Visual Arts Grades 9-12 proficient:

- Artistic Perception (1.1, 1.2)
Creative Expression (2.4, 2.5)
Historical and Cultural Context (3.4)

Final Performance

Preparation for and participation in the Spring Concert which is a cumulative application of content studied during the spring semester

IV. Key Assignments

Individual Performance Tests

Individual Students will perform as soloists and be assessed using the SMUHSD Performance rubric (attached)

Music Journal Prompts

Students will write responses to various standards-based questions in a music journal that will include lecture and music theory notes.

Aesthetics in Jazz Project

Students will complete an art project that is based on a particular Jazz piece of their choice and relate the aesthetic and cultural dimensions of that piece in unique, creative ways using various media in art and literature. (rubric attached)

Composition Assignment

Students will be given the parameters to compose a short piece that demonstrates their grasp of Jazz theory. (rubric attached)

Fall and Spring Concerts

Students will demonstrate application of cumulative study through both semesters by performing music of various historical and cultural contexts for a live audience. They will perform using proper playing techniques while being expressive and creative. Students will perform as both musicians and conductors who must respond instantly to changes of volume, speed, and acoustics during the performance.

Jazz Festival

Students will perform at a Jazz Festival and will be evaluated by three adjudicators not affiliated with the district who will give feedback and offer musical solutions to continually develop the band's growth. Students will also have the opportunity to listen to many other bands performing at various levels and will assess what they hear, based on their own musical experiences.

V. Instructional Methods and/or Strategies

Most instruction is delivered via musical rehearsals; through conducting, aural examination, and discussion. Additional instruction is delivered through conventional instructional materials and teaching strategies:

- A. Lectures and demonstrations
- B. PowerPoint or slide presentations
- C. Guided Listening
- D. Guest performers and clinicians
- E. Peer instruction
- F. Sectionals

VI. Assessment Methods and/or Tools

Student progress will be assessed using various assessment methods:

- A. District Music Individual Performance Rubric (attached)
- B. In-class and recorded playing tests
- C. Peer reviews
- D. Self-reflections
- E. Group critiques
- F. Theory Quizzes

VII. Textbook(s) and Supplemental Instructional Materials

Jamey Aebersold Play-a-long Texts, vol. 1-126

Real Book, vol. 1-3

Sheet Music

Jazz Ensemble Literature

CATEGORY	Exceeding (4)	Meeting (3)	Approaching (2)	Emerging (1)
Tone Quality <i>(Ignore for drums and piano)</i>	Tone is consistently focused, clear, and centered throughout the range of the instrument. Tone has professional quality.	Tone is focused, clear and centered through the normal range of the instrument. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance.	Tone is often focused, clear and centered, but sometimes uncontrolled in normal playing range. Extremes in range are usually uncontrolled. Occasionally the tone quality detracts from overall performance.	The tone is often not focused, clear or centered regardless of the range, significantly detracting from the overall performance.
Note Accuracy	Notes are consistently accurate.	An occasional inaccurate note is played, but does not detract from overall performance.	A few inaccurate notes are played, detracting somewhat from the overall performance.	Wrong notes consistently detract from the performance.
Pitch and Intonation <i>(Ignore for drums and piano)</i>	Virtually no errors. Pitch is very accurate.	An occasional isolated error, but most of the time pitch is accurate and secure.	Some accurate pitches, but there are frequent and/or repeated errors.	Very few accurate or secure pitches.
Rhythm/ Time	The beat is secure and the rhythms are accurate for the style of music being played. <i>Rhythm player consistently displays a steady sense of time.</i>	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance. <i>Rhythm player inconsistently displays a steady sense of time.</i>	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance. <i>Rhythm player rarely displays a steady sense of time.</i>	The beat is erratic and rhythms are seldom accurate detracting significantly from the overall performance. <i>Rhythm player does not display a steady sense of time.</i>
Articulation	Secure attacks. Markings (staccato, legato, slur, accents, etc.) are executed accurately as directed by the score.	Attacks are usually secure, though there are isolated errors. Markings are executed accurately as directed by the score.	Attacks are rarely secure, but markings are often executed accurately as directed by the score.	Few secure attacks. Markings are typically not executed accurately.
Expression and Style	Performs with a creative nuance and style in response to the score. <i>Drummer displays advanced concepts keeping time in various styles.</i>	Typically performs with nuance and style that is indicated in the score. <i>Drummer displays good concepts keeping time in various styles.</i>	Sometimes performs with nuance and style that is indicated in the score. <i>Drummer sometimes displays appropriate concepts but lack consistency keeping time in various styles.</i>	Rarely demonstrates expression and style. Just plays or sings the notes. <i>Drummer displays no real concept of keeping time in various styles.</i>
Phrasing, Energy and Drive	Phrasing is always consistent and sensitive to the style of music. <i>Rhythm player displays an advanced concept of energy and drive.</i>	Phrasing is usually consistent and sensitive to the style of music. <i>Rhythm player displays good but inconsistent concepts of energy and drive.</i>	Phrasing is usually consistent and occasionally sensitive to the style of music. <i>Rhythm player displays little concept of energy and drive.</i>	Phrasing is rarely consistent and/or rarely sensitive to musical style. <i>Rhythm player displays no concept of energy and drive.</i>
Dynamics	Dynamic levels are obvious, consistent, and accurately interpret the style of music.	Dynamic levels are typically accurate and consistent.	Dynamic levels fluctuate but can be discerned.	Attention to dynamic levels is not obvious.

Improvisation	Improvisation displays mature understanding of harmony, style and the jazz idiom. Solo displays mature confidence.	Improvisation displays good understanding of harmony, style and the jazz idiom. Solo displays confidence.	Improvisation sometimes displays an understanding of harmony, style and the jazz idiom. Solo is not consistently confident.	Improvisation displays little understanding of harmony, style or the jazz idiom. Solo lacks confidence.
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Total Score _____

Average Score (divide Total Score by 9; 7 for piano/drums) _____ **Rank in Group**

Above 3.5 = Exceeding
1.5 = Emerging

Between 2.5 and 3.5 = Meeting

Between 1.5 and 2.5 = Approaching

Below