

Class Title:

Jazz Ensemble 7,8

Grade Levels:

12

UC Honors?

No

Course Overview

Jazz Ensemble 7,8 completes the musical education of the advanced student by connecting their performance skills with their ability to investigate and solve musical challenges, using research where necessary. Students will demonstrate independent performing alone and in small groups, making appropriate personal choices of tone, interpretation, and musicality. They will study diverse repertoire, with foci on multi-movement works, 20th century notation, and the music of the Americas. They will develop an expanded knowledge of scales and cadences, create multi-part compositions, and evaluate musical performances at an advanced level. They will study instrument development, analyze the role of form in works from different backgrounds, and identify the process of composing for film.

Pre-requisites

Jazz Ensemble 1,2

Jazz Ensemble 3,4

Jazz Ensemble 5,6

UNIT 1: Music Foundations

In this unit, students will focus on the Artistic Perception and Creative Expression categories of the California State Music Standards and the Perform category of the National Core Arts Standards.

Students will perform with accomplished-level brass, woodwind, and percussion technique. They will modify tone, dynamics, and style based on the style or genre of the work, and independently make appropriate choices for expression, phrasing, and blend. Students will develop comfort performing alone and in small ensembles, as well as performing and sight-reading in multiple parts. Students will be exposed to advanced techniques and continue to develop vibrato and instrument-specific technique.

Students will expand their understanding to encompass any new terminology relating to dynamics, tempo, articulation, technique, or notation. They will recognize seven key signatures, and study fugues and multi-movement compositional forms (e.g. concerto, mass). They will expand their knowledge of intervals and begin to consider harmonic tuning.

Students will study the notation for and pitch patterns of melodic minor scales, and demonstrate understanding of the three different types of minor scales. Students will play major, dorian, mixolydian, blues, bebop and minor scales in at least seven keys, plus the chromatic scale, using different arrangements of rhythmic values, tempos, articulations, and dynamics. Increased ranges and a variety of articulation styles will be used at teacher discretion.

Key assignment: Students will individually perform a representative selection of major, minor (harmonic/natural/melodic), bebop, mixolydian, dorian, blues, and chromatic scales in representative keys. The assessment may be live or recorded, and will be evaluated by the teacher using a rubric that includes accuracy of pitch, consistency of rhythm/tempo, quality of tone, and articulation.

UNIT 2: Music Transcription

In this unit, students will focus on the Creative Expression and Artistic Perception categories of the California State Music Standards and the Create category of the National Core Arts Standards.

Students will develop aural skills by transcribing more complex solos at an accomplished level. Dictation examples will be more difficult in range, complexity, and length.

Key assignment: Students will create a transcription of both the pitches and the rhythms used in a two-measure accomplished-level example. The written responses will be compared to an answer key.

UNIT 3: Aural Skills

In this unit, students will focus on the Artistic Perception category of the California State Music Standards and the Perform category of the National Core Arts Standards.

Students will study more complex modulations and cadences. Students will be able to identify a subtle modulation in an aural example. In addition to perfect authentic and half cadences, they will recognize plagal, deceptive, and imperfect authentic cadences in aural examples.

Key assignment: Students will identify subtle modulations and all five types of cadences in aural examples on a written test. The responses will be compared to an answer key.

UNIT 4: Musical Instruments

In this unit, students will focus on the Historical and Cultural Context and Aesthetic Valuing strands of the California State Music Standards and both the Respond and Connect categories of the National Core Arts Standards.

Students will compare and contrast the use of instruments in a given piece of repertoire. Students will determine the historical or cultural reasons for their use (e.g. why use banjo instead of guitar?) and compare them to previous iterations of those instruments (e.g. limitations of the banjo). A wide variety of instruments from various cultures and historical periods should be discussed, and research may be necessary.

Key assignment: Students will describe the use of instruments and their ancestors/relatives within the context of a given work. Students will be assessed individually or in small groups either by verbal or written means. The task will be measured by depth and insightfulness of student response as determined by the teacher.

UNIT 5: Music of North and South America

In this unit, students will focus on the Historical and Cultural Context and Aesthetic Valuing strands of the California State Music Standards and both the Respond and Connect categories of the National Core Arts Standards.

Students will compare and contrast at least two musical styles or genres from North America and South America, at least one of which is considered a cultural work. Students will also identify the purpose for that style/genre, and how the intended audience would respond (e.g. call and response, jazz).

Key assignment: Students will research two musical styles or genres of North America and South America, and create a chart comparing the two genres, identifying their purpose, and describing the audience's response. Students will be assessed individually or in small groups, and a rubric will be provided to the students to illustrate how they will be assessed.

UNIT 6: Music in Film/Media

In this unit, students will focus on the Historical and Cultural Context and Aesthetic Valuing strands of the California State Music Standards and both the Respond and Connect categories of the National Core Arts Standards.

Students will analyze the steps taken to compose or arrange music for film/media. Students will work through the composer's process, such as using a visual as inspiration for a musical work, developing themes, trying to match a director's vision, following a strict time schedule, and making sure that aural cues are timed to the visual cues.

Key assignment: Students will create a timeline of steps taken when producing music that must line up with video in order to explain how music is composed/arranged for film, television, or media. Students will use their previous years' studies of careers in media and research (where appropriate). Students will be assessed individually or in small groups, and the task will be measured by depth and insightfulness of student product as determined by the teacher, and using a checklist of the minimum number of steps in the timeline.

UNIT 7: 20th Century Music

In this unit, students will focus on the Historical and Cultural Context and Aesthetic Valuing strands of the California State Music Standards and both the Respond and Connect categories of the National Core Arts Standards.

Students will identify use of modern/non-standard notation, techniques, musical elements, and form as used in one representative 20th century piece. Sample elements include graphic notation, harmonics, ornamentation, portamento, and jazz notation (e.g. scoops, bends), depending on the exact piece of study. Kurt Stone's "Music Notation in the Twentieth Century" may be referenced.

Key assignment: Students will describe the unique methods of notation, techniques, elements, and form in a representative 20th century piece. Students will be assessed individually or in small groups either by verbal or written means. The teacher will assess the validity of the student response based on a list of 20th century elements found in that piece.

UNIT 8: Music Analysis

In this unit, students will focus on the Historical and Cultural Context and Aesthetic Valuing strands of the California State Music Standards and both the Respond and Connect categories of the National Core Arts Standards.

Students will analyze two pieces of music of different backgrounds (e.g. early jazz vs. bebop). They will identify the form of each piece and note compositional and structural devices within the form (e.g. repeats, modulations). Then they will describe the social purpose of each form and explain how the audience would respond based on the structures.

Key assignment: Students will analyze in writing the style and structure of two pieces from different backgrounds. After a period of study and/or listening, students will first determine the form of the piece, including compositional devices. Then they will describe the social purpose of the piece and explain how the structures contribute to the audience's response. The assignment will be based on a prompt, graphic organizer, or guided questions. The task will be measured by depth and insightfulness of student response as determined by the teacher.

UNIT 9: Composition

In this unit, students will focus on the Creative Expression and Artistic Perception categories of the California State Music Standards and the Create category of the National Core Arts Standards.

Students will have the opportunity to create their own music and/or their own arrangements of previously written music using the style or characteristics of a specific culture (e.g. instrumentation, techniques, ornamentation). Students will use their knowledge of notation, such as their ability to place combinations of rhythms, rests dynamics, articulations, and pitches to design music in a specific culture. Compositions or arrangements at this level will include tempo markings, dynamic markings, and more than one part (i.e. harmony).

Key assignment: Students will create an accomplished-level composition of at least eight measures, incorporating combinations of rhythms, rests, pitches, and dynamics in at least two parts that use the style or characteristics of a specific culture within parameters set by the teacher. The composition will be assessed through a checklist of musical elements used and whether they were used appropriately. Students will then modify their composition based on the feedback from a variety of sources, including the provided checklist, self-evaluation, peer feedback, and/or teacher feedback. Students will share their composition or arrangement with a peer at least once during the process.

UNIT 10: Improvisation

In this unit, students will focus on the Creative Expression and Artistic Perception categories of the California State Music Standards and the Create category of the National Core Arts Standards.

Students will explore accomplished-level improvisation by making more complex personal choices about dynamics, rhythm/rest values, pitches, or articulations using the style or characteristics of a specific culture. Improvisations at this level will combinations of elements in a variety of keys, showing diversity of dynamics, tempo, rhythms, rests, and articulations.

Key assignment: Students will create an accomplished-level improvisation by making spontaneous choices to change or modify combinations of musical elements using the style or characteristics of a specific culture within parameters set by the teacher. The improvisation will be assessed by determining whether the students have made a creative choice while remaining within the parameters of the assignment. Students will evaluate their own improvisation using a checklist of more complex musical elements to identify whether they met the parameters of the assignment. Students will have multiple opportunities to improvise using the same existing composition in order to refine their improvisation, and will share their improvisation with at least one other person.

UNIT 11: Music Selection

In this unit, students will focus on the Aesthetic Valuing category of the California State Music Standards and the Perform category of the National Core Arts Standards.

Students will think critically about music choice and repertoire selection. They will look at a variety of pieces to compare level of difficulty and instrumentation. They will discuss the impact of performance purpose, event type (e.g. festival), or audience expectations when selecting new repertoire. They will consider strategies for addressing musical problems and evaluate their effectiveness.

Key assignment: Students will choose a piece of music that is appropriate to the level of an ensemble or individual (self), based on a variety of criteria including expressive challenges. Students will give a presentation addressing why they chose their piece, paying specific attention to musical characteristics, performance purpose, and context. They will analyze one possible musical problem, identify at least three strategies that could address the challenge, and rank the strategies in the order they should be implemented. The task will be measured by a checklist of criteria as well as depth and insightfulness of student response as determined by the teacher using a rubric.

UNIT 12: Performance

In this unit, students will focus on the Artistic Perception and Creative Expression categories of the California State Music Standards and the Perform category of the National Core Arts Standards.

Students will demonstrate accomplished rehearsal and performance etiquette, and be able to adjust to new performance settings, venues, and audiences. They will perform accomplished-level pieces from a variety of cultures and historical periods, and with contrasting elements, styles, moods, musical periods, and expanded forms, including multi-movement works where possible. Works studied will demonstrate attention to composer's intent, expressive qualities, and understanding of style, genre, and mood. Sample repertoire includes:

- Down South Camp Meeting (Fletcher Henderson)
- Toppin' on the QT (Count Basie)
- Boogie Stop Shuffle (Charles Mingus)
- Shiny Stockings (Frank Foster)
- In a Mellow Tone (Duke Ellington)

Key assignment: Students will present a formal performance, either live or recorded, performed by the individual, a small group, and/or the entire ensemble. The performance will include at least two contrasting pieces demonstrating proficiency of Jazz Ensemble 7,8 musical skills and techniques.

UNIT 13: Performance Evaluation and Critique

In this unit, students will focus on the Aesthetic Valuing categories of the California State Music Standards and the Respond category of the National Core Arts Standards.

Students will critically assess and evaluate musical performances using accomplished-level analysis, terminology, and research (where needed). Students will provide feedback on their own performances and those of others, incorporating analysis of the interpretation based on the composer's intent and/or performance practice. They will identify why a certain musical interpretation should be chosen/used based on musical elements, context, and research.

Key assignment: Students will use an adjudication rubric that includes an "interpretation" category to describe the strengths and weaknesses of a performance, either live or recorded, of an individual (self or other) or ensemble. They will identify why a certain musical interpretation should be chosen/used based on musical elements, context, and research. This task will be assessed by determining whether the students have made valid judgments of the performance and provided commentary, feedback, or evidence that defends their opinion.