



Wolcott Public Schools

**154 Center Street
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**High School Curriculum
Jazz Band
Grades 9-12**



Children are our Future...

Acknowledgements

Curriculum Writers: *Justin Clement*

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

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Director of Student Learning and Teaching

Date of Presentation to the Board of Education: September 10, 2015

Jazz Band

Jazz Band

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member of society.

Departmental Philosophy:

The Wolcott High School Music Department believes that by the end of Grade 12, students will create, perform, and respond with understanding to music. They will develop in-depth skills in music; appreciate the importance of music in expressing human experience, and be prepared to apply musical skills and understandings throughout their lifetime.

Course Description:

The Jazz Band is an audition based, after school performing group open to students who would enjoy the experience of performing jazz band literature at a high standard of excellence. The jazz band performs in school concerts and public concert programs every year. (Students must also be enrolled in a credited music course in order to participate)

Curriculum contains Content and Performance Standards from the National Association for Music Education, NAFME.org

Jazz Band

Content Standard 1: Generate and conceptualize artistic ideas and work.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will generate melodic, rhythmic, and harmonic ideas for compositions, improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</p>	<ul style="list-style-type: none"> • Students will listen to jazz standards in blues form. Students will play Bb blues warm-up pattern. <ul style="list-style-type: none"> ○ Students will receive the Bb blues warm-up pattern. ○ Bb blues accompaniment will be played by drummer, bass guitarist, electric guitarist, and piano player. ○ After rehearsing the blues pattern, students will be introduced to the blues scale. ○ Students will relate patterns learned to the notes in the blues scale. 	<ul style="list-style-type: none"> • Rubric assessment designed to evaluate creativity, content understanding, and class opinion regarding successful ideas. 	<ul style="list-style-type: none"> • Teacher developed lessons • Youtube.com • WHS music library

Jazz Band

Content Standard 2: Organize and develop artistic ideas and work.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions, improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</p>	<ul style="list-style-type: none"> • Students will create a “bag of tricks,” using the patterns learned from the Bb blues warm-up. Students will use these ideas when soloing, focusing on: <ul style="list-style-type: none"> ○ Four bar phrasing ○ Entire 12 bar blues form ○ “Trading” four bar counts with other musicians 	<ul style="list-style-type: none"> • Ensemble rubric assessment designed to evaluate creativity, content understanding, and class opinion regarding successful ideas. 	<ul style="list-style-type: none"> • Teacher developed lessons • Youtube.com • iPhone/iPad video and voice recorder

Jazz Band

Content Standard 3: Refine and complete artistic ideas and work.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will develop and apply criteria to critique, improve, and refine drafts of compositions, improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</p> <p>Students will perform final versions of compositions, 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.</p>	<ul style="list-style-type: none"> • Students will perform Bb blues solos in jazz combo setting. Students will show evidence of: <ul style="list-style-type: none"> ○ Blues scale note accuracy ○ Placement of “Blue” note (sharp 4, flat 5) ○ Quotable patterns from warm-up ○ Clear beginning and end of solo 	<ul style="list-style-type: none"> • Ensemble discussion to critique all aspects of arranged and improvised material including delivery of content, creativity, note accuracy, level of difficulty, quoted ideas, originality, and overall performance. 	<ul style="list-style-type: none"> • Teacher developed lessons • Youtube.com • iPhone/iPad video and voice recorder • WHS music library

Jazz Band

Content Standard 4: Select, analyze, and interpret artistic work for presentation.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will 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.</p>	<ul style="list-style-type: none"> • Students will listen to jazz compositions and arrangements to be played in a performance setting. Students will choose songs based on instrumentation, difficulty, and relevance. From a theoretical standpoint, arrangements will be chosen that challenge the individual musician and ensemble to strengthen musicianship. <p>Examples include:</p> <ul style="list-style-type: none"> ○ Composition Grade 2-5 ○ Big Band, Funk, Latin, etc. ○ Jazz Band with Vocalist 	<ul style="list-style-type: none"> • Ensemble discussion to ensure all musicians are challenged by the selected repertoire and interested in the content. 	<ul style="list-style-type: none"> • Teacher developed lessons • J.W. Pepper and Sons • Youtube.com • Google.com

Jazz Band

Content Standard 5: Develop and refine artistic techniques and work for presentation.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will 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.</p>	<ul style="list-style-type: none"> • Students will rehearse selected arrangements with the intention of performing at community events and concerts. • Students will apply a list of criteria to focus on while rehearsing performance material. <p>Considerations:</p> <ul style="list-style-type: none"> ○ Intonation ○ Note accuracy ○ Rhythmic accuracy ○ Blend ○ Balance ○ Dynamics ○ Rhythm Section groove 	<ul style="list-style-type: none"> • Rubric focused on intonation, note accuracy, rhythmic accuracy, and delivery. • Ensemble discussion to critique all aspects of rehearsed material including delivery of content, dynamics, blend, balance, and overall performance. 	<ul style="list-style-type: none"> • Teacher developed lessons • J.W. Pepper and Sons • Youtube.com • Google.com

Jazz Band

Content Standard 6: Convey meaning through the presentation of artistic work.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will 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).</p>	<ul style="list-style-type: none"> • Students will review audio and video recordings of concert performances. The students will review a chart as an ensemble that will contain all aspects of performing, including appropriateness of content, concert program’s intention, and accuracy of presentation. 	<ul style="list-style-type: none"> • Ensemble rubric focused on intonation, note accuracy, rhythmic accuracy, delivery, and connection to audience. 	<ul style="list-style-type: none"> • Teacher developed lessons • J.W. Pepper and Sons • Youtube.com • Google.com • iPhone/iPad video and voice recorder

Jazz Band

Content Standard 7: Perceive and analyze artistic work

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Students will apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context. • Students will explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response. 	<ul style="list-style-type: none"> • Students will listen to and identify big band arrangement styles through writing these forms in journal entries. <p>Considerations:</p> <ul style="list-style-type: none"> ○ Swing ○ Funk ○ Rock ○ Blues ○ Latin ○ Be-Bop ○ Hip-Hop ○ Pop 	<ul style="list-style-type: none"> • Evaluate journal entries to determine how students perceive and analyze the quality of writing and composers' and arrangers' intent, including examples of Music Theory. 	<ul style="list-style-type: none"> • Teacher developed lessons • J.W. Pepper & Sons • Recorded Media: CD, MP3, DVD

Jazz Band

Content Standard 8: Interpret intent and meaning in artistic work.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will 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.</p>	<ul style="list-style-type: none"> • Students will compare and contrast two or more versions of a Jazz Standard performed by different artists using technical terms to illustrate the differences in instrumentation and interpretation of content. 	<ul style="list-style-type: none"> • Evaluate journal entries to determine how students interpret intent and meaning in artistic work, including examples of Music Theory. 	<ul style="list-style-type: none"> • Teacher developed lessons • J.W. Pepper & Sons • Recorded Media: CD, MP3, DVD

Jazz Band

Content Standard 9: Apply criteria to evaluate artistic work.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will 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.</p>	<ul style="list-style-type: none"> • Students will compare and contrast performances of Jazz Standards. Students will evaluate contrasting styles and performance techniques. <p>Performers include:</p> <ul style="list-style-type: none"> ○ Miles Davis ○ Charlie Parker ○ Thelonious Monk ○ Duke Ellington ○ Benny Goodman ○ Billie Holliday ○ Sarah Vaughn ○ Michael Buble ○ Harry Connick Jr. 	<ul style="list-style-type: none"> • Evaluate journal entries to determine how students analyze quality of writing and composers' and arrangers' intent. 	<ul style="list-style-type: none"> • J.W. Pepper & Sons • PBS.org • Youtube.com • Pandora Internet Radio

Jazz Band

Content Standard 10: Synthesize and relate knowledge and personal experiences to make art.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<ul style="list-style-type: none"> • Students will perform alone or in a small group an original jazz melody, composition, or solo. Subsequently, the musician will describe his or her influences both musically and personally in the creation of music. 	<ul style="list-style-type: none"> • Presentations where students provide original content, demonstrate knowledge of material, and show evidence of compositional influences. 	<ul style="list-style-type: none"> • Teacher developed lessons • Google.com • Youtube.com • Recorded media – CD, MP3, DVD • iTunes • Pandora Internet Radio

Jazz Band

Content Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<ul style="list-style-type: none"> • Students will study the creation of Be-Bop Jazz. Students will relate the inevitable evolution of jazz music with respect to: <ul style="list-style-type: none"> ○ Timeline of preceding styles ○ Societal influences ○ Pioneers of this sub-genre ○ Cultural impact ○ Listeners' reaction/reception ○ Historical significance ○ Influence on future styles 	<ul style="list-style-type: none"> • Evaluate journal essay rubric that assesses students' historical period timeline. • Graded presentations based on effort, understanding, and participation. 	<ul style="list-style-type: none"> • Teacher developed lessons • J.W. Pepper & Sons • Google.com

Jazz Band

Pacing Guide

September: Auditions, review of fundamentals, and Bb Blues warm-up

October: Begin rehearsing for Winter Concert

November: Continue rehearsing for Winter Concert and Mayor's Christmas Party

December: Winter Concert and Mayor's Christmas Party

January: Begin rehearsing for Spring Concert

February: Continue rehearsing for Spring Concert

March: Continue rehearsing for Spring Concert

April: Continue rehearsing for Spring Concert

May: Spring Concert and Festival Performance

June: Performance at graduation

Jazz Band

Essential Questions

1. How do musicians generate creative ideas and make creative decisions?
2. How do musicians improve the quality of their creative work?
3. When is a musician's creative work ready to share?
4. How do performers select appropriate repertoire?
5. How does understanding the structure and context of musical works impact performance?
6. How do performers interpret musical works?
7. How do musicians improve the quality of their performance?
8. How do the context and the manner in which musical work is presented influence audience response?
9. How does understanding the structure and context of music influence a response?
10. How do we discern the musical performers' expressive intent?
11. How do we judge the quality of musical works and performances?
12. How do musicians make meaningful connections to creating, performing, and responding?
13. How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Jazz Band

Skills Objectives

This course is designed to develop and refine musical skills through rehearsing and performing Jazz Band repertoire. In Jazz Band, students learn proper practice and performance techniques, build teamwork skills, and strive to achieve common goals in performance and concert preparation.

1. Weekly review of music fundamentals.
2. Weekly warm-up activities including blues scales, arpeggios, blend, and balance.
3. The study of Jazz Band repertoire and techniques.
4. The study of Vocal Jazz repertoire and techniques.
5. The study of proper individual practice skills.
6. The study of rehearsing and performing in the “Big Band” jazz setting.
7. The study of creatively responding to performance.
8. The study of making meaningful connections to other disciplines.

Jazz Band

Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]