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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Jazz Ensemble					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>		<i>Semester:</i>	X	<i>Marking Period:</i>	
Course Description:	<p>This is an elective music course designed for the intermediate to advanced music student to participate in an extra-curricular performing ensemble by experiencing the jazz idiom. Students are selected for the Jazz Ensemble based on the audition process, their musical ability and instrumentation needs. Students in this course will maximize their musical talents and abilities as an individual performer, as a group participant in a small ensemble and as a member of a larger ensemble setting performing Jazz literature during half of the school year. Students will learn to create, perform, respond, and connect through the study and performance of jazz. Major topics include instrumental technique, ensemble technique, music literacy and musical styles. This class meets exclusively outside of the scheduled school day. Responsibilities include attendance and participation in all scheduled rehearsals and activities including evening and weekend events. Assessments include rehearsal and performance achievement as well as performance assessments that are related to the Jazz Ensemble course.</p>					
Grading Procedures:	<p>Major Assessments (50%)</p> <ul style="list-style-type: none">• Concert Performances• Daily Rehearsal Achievement• Written/Performance Tests/Projects <p>Minor Assessments (35%)</p> <ul style="list-style-type: none">• Written/Performance Assessments <p>Supportive Assessments (15%)</p> <ul style="list-style-type: none">• Rehearsal and Independent Activities• Ensemble Discussions/Discussion Boards					
Primary Resources:	Director selected materials					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Calvin Spencer
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Under the Direction of:	Casey Corigliano
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Written: August 2021

Revised: _____

BOE Approval: _____

Unit Title: Creating	
Unit Description: Conceiving and developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.	
Indicators: <u>Imagine</u> 1.3C.12acc.Cr1a - Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal. <u>Plan, Make</u> 1.3C.12acc.Cr2a - Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal. <u>Evaluate, Refine</u> 1.3C.12acc.Cr3a - Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. 1.3C.12acc.Cr3b - Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musician's creative choices are influenced by their expertise, context, and expressive items. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Music literacy Rhythmic notation Pitch notation/Transposition Harmony Meter/Time/Tempo Dynamics/Articulation Score arrangement/Form Composition Improvisation 	Other Evidence: <ul style="list-style-type: none"> Assessments: Written/Performance Concerts: Live/Virtual Recordings: Video/Audio Projects: Written/Performance Festival adjudication/Guest clinician: Critique

Benchmarks:

- **Assessments:** Written/Performance
- **Observations:** Teacher/Student
- **Concerts:** Live/Virtual
- **Recordings:** Video/Audio
- **Projects:** Written/Performance

Learning Plan**Learning Activities:**

Daily rehearsal and independent activities include the study and practice of the following concepts/knowledge:

- **Music Literacy**
 - Reading a jazz chart
- **Rhythmic Notation**
 - Note/Rest values
 - Dotted and triplet patterns
 - Syncopation
- **Pitch Notation/Transposition**
 - Staff, clefs
 - Ledger lines, accidentals
 - Key signatures, scales
 - Concert vs. written pitch
- **Harmony**
 - Melodic & harmonic intervals
 - Chords: Major, Minor 7th, etc.
- **Meter/Time/Tempo**
 - Simple, compound
 - Identifying & counting changes
 - Tempo markings (BPM)
- **Dynamics/Articulation**
 - Dynamic markings
 - Crescendo, decrescendo
 - Legato, staccato, marcato, tenuto
 - Slurs, phrase markings
- **Score Arrangement/Form**
 - Voicing, accompaniment
 - Repeats, D.S. & D.C. al Coda
 - Form (ABA, march, etc.)
 - Compositional devices and structures found in Jazz Band literature
- **Composition/Transposition**
 - Inspiration, purpose
 - Style, voicing
 - Manipulation of musical elements
 - Transposition to their instrument pitches from a given concert pitch
- **Improvisation**
 - Style, genre, considerations
 - Key, scales, rhythmic considerations

Resources:

- Instruments
- Jazz Pedagogy: The Jazz Educators Handbook and resources guide
- Jazz standards and charts (small group and big band)

- Jamey Aebersold's Jazz Handbook (PDF)
- Real Book
- Sight Reading Factory
- YouTube, recordings, music apps
- Tuner and metronome
- Handouts/Worksheets
- Adjudication recordings/sheets

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing Ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> • Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
3.0	Students will be able to: <ul style="list-style-type: none"> • Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
2.0	Students will be able to: <ul style="list-style-type: none"> • Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> • Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
3.0	Students will be able to: <ul style="list-style-type: none"> • Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
2.0	Students will be able to: <ul style="list-style-type: none"> • Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Evaluate, refine, and share draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
3.0	Students will be able to: <ul style="list-style-type: none"> Evaluate, refine, and share draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
2.0	Students will be able to: <ul style="list-style-type: none"> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively developed criteria. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Utilize as peer mentors/models Run sectionals and small group rehearsals to reinforce literacy skills Encourage student participation in honors ensembles
Struggling Learners	<ul style="list-style-type: none"> Modify the pace of teacher demonstration Utilize peer assistance Modify handouts/worksheets Provide additional resources Modify assessments as necessary
English Language Learners	<ul style="list-style-type: none"> Modify the pace of teacher demonstration Utilize peer assistance Modify handouts/worksheets Provide additional resources (i.e., translations) Modify assessments as necessary
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction

	<ul style="list-style-type: none"> • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Performing

Unit Description: Realizing artistic ideas and work through interpretation and presentation.
The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Indicators:

Select, Analyze, Interpret

1.3C.12acc.Pr4a - Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

1.3C.12acc.Pr4b - Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

1.3C.12acc.Pr4c - Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.

Rehearse, Evaluate, Refine

1.3C.12acc.Pr5a - Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

Present

1.3C.12acc.Pr6a - Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

1.3C.12acc.Pr6b - Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

Understandings:

Students will understand that...

1. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
2. Developing and refining techniques and models or steps needed to create products.
3. Musicians judge performances based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
4. SEL Enduring Understandings:
www.selarts.org

Essential Questions:

1. How do performers select repertoire?
2. How do musicians improve the quality of their performance?
3. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
4. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:

- Posture
- Breathing
- Tone quality
- Instrument care
- Specific technique
- Balance
- Blend
- Intonation
- Attacks/Releases
- Communication with conductor
- Small ensemble technique
- Expression/Dynamics
- Fluency
- Sight-reading
- Ear training
- Improvisation
- Performance preparations

Other Evidence:

- **Assessments:** Written/Performance/Band Placement/Individual/Peer
- **Concerts:** Live/Virtual
- **Recordings:** Video/Audio
- **Projects:** Written/Performance
- **Festival Adjudication/Guest Clinician:** Critique
- **Inspections:** Instrument

Benchmarks:

- **Assessments:** Written/Performance
- **Observations:** Teacher/Student
- **Recordings:** Competition live video/audio
- **Projects:** Written/Performance

Learning Plan

Learning Activities:

Daily rehearsal and independent activities include the study and practice of the following concepts/knowledge:

- **Posture**
 - Influence on tone quality
- **Breathing**
 - Diaphragmatic support
 - Influence on tone quality
- **Tone Quality**
 - Clear, characteristic sound
 - Instrument intonation tendencies
- **Instrument Care**
 - Regular instrument maintenance
 - Proper equipment care (i.e., reeds, mouthpieces, mallets/sticks, entire instrument)
- **Specific Technique**
 - Tonguing (i.e., single/multiple, double/triple)
- **Balance**
 - Voicing, dynamic control, lead vs. supporting musical themes
- **Blend**
 - Tone quality control, vibrato control, characteristic sound
- **Intonation**
 - Use of tuner, recognition and adjustment of pitch problems
- **Attacks/Releases**
 - Synchronization, consistency
- **Communication with Conductor**
 - Conducting patterns, recognizing musical gestures, responding to body language
- **Small Ensemble Technique**
 - Performer responsibilities, individual technique adjustments
- **Expression**
 - Use of dynamics and phrasing, emotional connection, sensitivity, interpretation of musical elements
- **Fluency**
 - Proper technique, command of individual parts
- **Sight-reading**
 - Key identification, interval recognition
- **Ear Training**
 - Melodic/Rhythmic elements, chord qualities, audiation
- **Performance Preparations**
 - Choosing repertoire, creating a concert program, technical considerations, copyright issues

Resources:

- Instruments
- Jazz Pedagogy: The Jazz Educators Handbook and resources guide
- Jazz standards and charts (small group and big band)
- Jamey Aebersold's Jazz Handbook (PDF)
- Real Book
- Sight Reading Factory

- YouTube, recordings, music apps
- Tuner and metronome
- Handouts/Worksheets
- Adjudication recordings/sheets

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. • Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. • Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
3.0	Students will be able to: <ul style="list-style-type: none"> • Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. • Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. • Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
2.0	Students will be able to: <ul style="list-style-type: none"> • Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. • Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. • Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
3.0	Students will be able to:

	<ul style="list-style-type: none"> Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. Demonstrate an understanding of the context of the music through prepared and improvised performances.
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Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Utilize as peer mentors/models Run sectionals and small group rehearsals to reinforce literacy skills Encourage student participation in honors ensembles
Struggling Learners	<ul style="list-style-type: none"> Modify the pace of teacher demonstration Utilize peer assistance Modify handouts/worksheets Provide additional resources Modify assessments as necessary
English Language Learners	<ul style="list-style-type: none"> Modify the pace of teacher demonstration Utilize peer assistance Modify handouts/worksheets Provide additional resources (i.e., translations) Modify assessments as necessary

Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Integration of 21st Century Skills

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Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

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The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Responding

Unit Description: Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Indicators:

Select, Analyze

1.3C.12acc.Re7a - Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

1.3C.12acc.Re7b - Explain how the analysis of structures and contexts inform the response to music.

Interpret

1.3C.12acc.Re8a - Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.

Evaluate

1.3C.12acc.Re9a - Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Understandings:

Students will understand that...

1. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Responses to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performers(s) manipulate the elements of music.
2. Through their use of elements and structures of music, creators and performers can interpret intent and meaning.
3. That the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretations, and established criteria.
4. SEL Enduring Understandings: www.selarts.org

Essential Questions:

1. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
2. How do we discern the musical creators' and performers' expressive intent?
3. How do we judge the quality of musical work(s) and performance(s)?
4. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:

- Aesthetic responses
- Critique methodologies

Other Evidence:

- **Assessments:** Written/Performance/Band Placement/Individual/Peer
- **Concerts:** Live/Virtual
- **Recordings:** Video/Audio
- **Projects:** Written/Performance
- **Festival adjudication/Guest clinician:** Critique

Benchmarks:

- **Assessments:** Written/Performance
- **Observations:** Teacher/Student
- **Concerts:** Live/Virtual
- **Recordings:** Video/Audio
- **Projects:** Written/Performance

Learning Plan

Learning Activities:

Daily rehearsal and independent activities include the study and practice of the following concepts/knowledge:

- **Aesthetic Responses**
 - Cultural implications
 - Artist intent
 - Personal responses
- **Critique Methodologies**
 - Evaluation of elements
 - Technical proficiency
 - Emotional impact
 - Cultural relevancy

Resources:

- Instruments
- Jazz Pedagogy: The Jazz Educators Handbook and resources guide
- Jazz standards and charts (small group and big band)
- Jamey Aebersold's Jazz Handbook (PDF)
- Real Book
- Sight Reading Factory
- YouTube, recordings, music apps
- Tuner and metronome
- Handouts/Worksheets
- Adjudication recordings/sheets

Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 7: Perceiving and analyzing products.

4.0	Students will be able to: <ul style="list-style-type: none">• Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.• Explain how the analysis of structures and contexts inform the response to music.
3.0	Students will be able to: <ul style="list-style-type: none">• Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.• Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
2.0	Students will be able to: <ul style="list-style-type: none">• Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.• Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning	
4.0	Students will be able to: <ul style="list-style-type: none"> Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
3.0	Students will be able to: <ul style="list-style-type: none"> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text (when appropriate).
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
3.0	Students will be able to: <ul style="list-style-type: none"> Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain the influence of experiences, analysis, and context on interest in and evaluation of music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Utilize as peer mentors/models Run sectionals and small group rehearsals to reinforce literacy skills Encourage student participation in honors ensembles
Struggling Learners	<ul style="list-style-type: none"> Modify the pace of teacher demonstration Utilize peer assistance Modify handouts/worksheets Provide additional resources Modify assessments as necessary
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Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

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The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Connecting

Unit Description: Relating artistic ideas and work with personal meaning and external context. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.

Indicators:

Interconnection

1.3C.12acc.Cn10a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.1acc2.Pr5b, 1.3A.12acc.Re7a*

1.3C.12acc.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a*

Understandings:

Students will understand that...

1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
2. SEL Enduring Understandings:
www.selarts.org

Essential Questions:

1. How do musicians make meaningful connections to creating, performing, and responding?
2. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
3. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:

- Historical styles
- Ensemble development
- Careers
- Rehearsal and performance etiquette
- Leadership and character building

Other Evidence:

- **Assessments:** Written/Performance/Band Placement/Individual/Peer
- **Concerts:** Live/Virtual
- **Recordings:** Video/Audio
- **Projects:** Written/Performance
- **Festival adjudication/Guest clinician:** Critique

Benchmarks:

- **Assessments:** Written/Performance
- **Observations:** Teacher/Student
- **Concerts:** Live/Virtual

Learning Plan**Learning Activities:**

- **Historical Styles**
 - Big Band, Swing, Bebop, Cool Jazz, Latin Jazz, Modal Jazz, Dixieland, Fusion, Funk
- **Ensembles Development**
 - History of Jazz Band literature, evolution of jazz band types
- **Careers**
 - Musical fields of study, training, job opportunities, salary
- **Rehearsal and Performance Etiquette**
 - Rehearsal expectations, stage etiquette, audience etiquette
- **Leadership and Character Building**
 - Leadership traits

Resources:

- Instruments
- Jazz Pedagogy: The Jazz Educators Handbook and Resources guide
- Jazz standards and charts (small group and big band)
- Jamey Aebersold's Jazz Handbook (PDF)
- Real Book
- Sight Reading Factory
- YouTube, recordings, music apps
- Tuner and metronome
- Handouts/Worksheets
- Adjudication recordings/sheets

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

4.0	Students will be able to: <ul style="list-style-type: none">• Consistently demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
3.0	Students will be able to: <ul style="list-style-type: none">• Usually demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
2.0	Students will be able to: <ul style="list-style-type: none">• Sometimes demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.

4.0	Students will be able to: <ul style="list-style-type: none"> • Consistently demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
3.0	Students will be able to: <ul style="list-style-type: none"> • Usually demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

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