

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Jazz Ensembles
“Esquires”

Course #: 732

Grade(s): 9, 10, 11, 12

Department: Music

Length of Period (mins.) 40

Total Clock Hours: 120

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Type of Offering: required ✓ elective

Credit: 1.0

Adopted:

Developed by:

Rita Cortez

Description of Course

Course Title:

Jazz Ensembles "Ensembles" - # 732

Description:

This course is designed for students interested in developing skills in the area of improvisation in the Jazz Idiom. Skills are manifested through the incorporation of small ensemble performances, improvisations, notebooks, play-along tapes, and individual study sessions.

Goals:

- Students will progress in ability to improvise melodies in styles related to Jazz
- Students will integrate creative thinking through musical improvisations
- Students will integrate higher order thinking skills through progressive performance decision-making

Requirements:

Participation in all scheduled concerts, festivals, and trips

Text:

Handouts from various texts
Cassette/book improvisation aids

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Basic Rhythm concepts to the Jazz Idiom	1	Students will develop the proper techniques to interpret and perform rhythms as they are applied to music of the Jazz Idiom.	A/L/U/ R	<ul style="list-style-type: none"> Teacher selected repertoire and technical exercises Teacher lead discussion Teacher modeling concepts on instrument for students to develop an aural concept 	<ul style="list-style-type: none"> Aural and visual by instructor 	9.1.12 A-D 9.1.12 G, H 9.1.12 J 9.2.12 C 9.2.12 E 9.2.12 J 9.2.12 L 9.3.12 A 9.3.12 C 9.3.12 F 9.4.12 C
	2	Students will understand the concept of swing and the concept of the other styles of Jazz as they pertain to rhythm.	A/L/U/ R	<ul style="list-style-type: none"> Teacher selected repertoire and technical exercises Teacher lead discussion Teacher modeling concepts on instrument for students to develop an aural concept 	<ul style="list-style-type: none"> Aural and visual by instructor 	9.1.12 A-D 9.1.12 G, H 9.1.12 J 9.2.12 C 9.2.12 E 9.2.12 J 9.2.12 L 9.3.12 A 9.3.12 C 9.3.12 F 9.4.12 C
Ensemble Techniques	3	Students will develop the proper concept of balance and blend in various ensemble settings (not limited to just Jazz Ensemble, students will be required to play in the symphonic band).	A/L/U/ R/	<ul style="list-style-type: none"> Teacher selected repertoire and technical exercises 	<ul style="list-style-type: none"> Aural and visual by instructor 	9.1.12 A-D 9.1.12 G, H 9.1.12 J 9.2.12 C 9.2.12 E 9.2.12 J 9.2.12 L 9.3.12 A 9.3.12 C 9.3.12 F 9.4.12 C
	4	Students will develop the proper concept of intonation of an ensemble.	A/L/U/ R/	<ul style="list-style-type: none"> Teacher selected repertoire and technical exercises 	<ul style="list-style-type: none"> Aural and visual by instructor 	9.1.12 A-D 9.1.12 G, H 9.1.12 J 9.2.12 C 9.2.12 E 9.2.12 J 9.2.12 L 9.3.12 A 9.3.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
						9.3.12 F 9.4.12 C
Tonality and Modes	5	Students will develop an understanding of tonality in music.	A/L/U/ R	<ul style="list-style-type: none"> Each student will be asked to play from memory up to five sharps and five flats Each student will be asked to play and memorize Mixo-lydian, Dorian modes 	• Aural and visual by instructor	9.1.12 A-C 9.2.12 E-G 9.3.12 B 9.4.12 C
	6	Students will perform one or two octave scales, appropriate to their instrument in various major keys and will be introduced to the concept of minor modes.	A/L/U/ R	<ul style="list-style-type: none"> Each student will be asked to play from memory up to five sharps and five flats Each student will be asked to play and memorize Mixo-lydian, Dorian modes 	• Aural and visual by instructor	9.1.12 A-C 9.2.12 E-G 9.3.12 B 9.4.12 C
Improvisation	7	Students will develop an understanding of improvisation and the techniques used to study and practice	A/L/U/ R	<ul style="list-style-type: none"> Teacher selected repertoire and technical exercises Play along CDs and music 	• Aural and visual by instructor	9.1.12 A-H 9.1.12 J 9.2.12 A-D 9.2.12 F 9.3.12 A-C 9.3.12 E 9.4.12 A, B 9.4.12 D
Listening	8	Students will develop the skills to be able to listen critically to Jazz music.	A/L/U/ R	• Teacher and student selected recordings	• Aural and visual by instructor	9.1.12 A-C 9.1.12 E, F 9.1.12 H-J 9.2.12 A-L 9.3.12 A, B 9.3.12 F 9.4.12 A-D
	9	Students will be able to transcribe simple melodies and solos on paper from recordings.	A/L/U/ R	• Teacher and student selected recordings	• Aural and visual by instructor	9.1.12 A-C 9.1.12 E, F 9.1.12 H-J 9.2.12 A-L 9.3.12 A, B 9.3.12 F 9.4.12 A-D
Jazz History	10	Students will develop an understanding of the roots of jazz and then the progression of Jazz up to modern times.	A/L/U/ R	<ul style="list-style-type: none"> Teacher lead discussion Teacher and student selected readings and presentations 	• Aural and visual by instructor	9.1.12 A-C 9.1.12 E, F 9.1.12 H-J 9.2.12 A-L 9.3.12 A, B 9.3.12 F

Unit	Num	Objective	Level	Content	Evaluation	Standard
						9.4.12 A-D
	11	Students will be required to write a paper and do a presentation on a Jazz artist.	A/L/U/ R	<ul style="list-style-type: none"> Teacher lead discussion Teacher and student selected readings and presentations 	<ul style="list-style-type: none"> Aural and visual by instructor 	9.1.12 A-C 9.1.12 E, F 9.1.12 H-J 9.2.12 A-L 9.3.12 A, B 9.3.12 F 9.4.12 A-D
Melodic Concepts and Musical Form	12	Students will develop an understanding proper melody construction and how it relates to musical form	A/L/U/ R	<ul style="list-style-type: none"> Teacher selected repertoire 	<ul style="list-style-type: none"> Aural and visual by instructor 	9.1.12 A-H 9.1.12 J 9.2.12 A-D 9.2.12 F 9.3.12 A-C 9.3.12 E 9.4.12 A, B 9.4.12 D