

Orange Unified School District
HIGH SCHOOL JAZZ ENSEMBLE
Year Course

GRADE LEVEL: 9-12

PREREQUISITES: Intermediate knowledge of instrument and approval by the instructor.

INTRODUCTION TO THE SUBJECT:

This year-long course is designed to improve the skills of the intermediate or advanced level player in the special techniques of the Jazz and popular commercial music idioms. Study of musical literature and structure will be included, with an emphasis on stylistic interpretation and technical proficiency. Many performance opportunities will be presented. Performance is a required part of successful completion of this course.

COURSE CONTEXT

This class is designed to prepare the student to perform Jazz and popular commercial music. It is a core instrumental music course.

HISTORY OF COURSE DEVELOPMENT

Jazz Ensemble as a class was developed by a committee of teachers representing the district high schools. UC personnel were consulted about the format and requirements for the “F” requirement approval. This course has been developed for all OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES

Students will gain experience by:

Developing greater skills in performing on the student’s chosen instrument.

Developing skills in sight-reading, performing, improvisation, and analyzing written musical notation.

Researching and writing about the historical and cultural contributions that musicians have made in context to the current literature of their ensembles.

Analyzing the musical works and performances of themselves and others and making aesthetic judgments based on their own experiences and knowledge of proper style and content of the performance.

Applying what they have learned about proper performance in concerts and adjudicated festivals that are scheduled for their ensemble.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Students of Jazz Ensemble will be able to meet the following Music Standards, Grades 9-12 Proficient from the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music (Standard 1.0, Grades 9-12 Proficient). *Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.*

Students read an instrumental part of the instrument they play.

Students explain how the elements of music are used.

Students transcribe simple songs when presented aurally, into melodic and rhythmic notation (level of difficulty 2 or better; scale 1-6).

Students read music accurately and expressively (level of difficulty 3 or better; scale 1-6) on their chosen instrument.

Students improvise over supplied chord progressions within the context of a Jazz or popular commercial musical selection (level of difficulty 2 or better; scale 1-6).

Students will identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

CREATIVE EXPRESSION

Creating, Performing, and Participating in Music (Standard 2.0, Grade 9-12 Proficient). *Students apply instrumental music skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.*

Students will play a repertoire of instrumental music from various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation in both large and small ensembles.

Students will perform music written in full Big Band and small combo formats.

Students will, at a beginning level, compose simple melodic passages using the basic elements of music.

Students will improvise a melodic line over a given chord progression.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music (Standard 3.0, Grades 9-12 Proficient). *Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.*

Students will, using their current repertoire, identify a music genre, trace its evolution, and cite well-known musicians associated with it.

Students will perform music from various cultures and time periods.

AESTHETIC VALUING

Responding to, Analyzing, and Making Judgements About Works in Music (Standard 4.0, Grades 9-12 Proficient). *Students critically assess and derive meaning from works of music and the performance of musicians, in a cultural context according to the elements of music and aesthetic qualities.*

Students will develop specific criteria for making critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

Students will, using the evaluation criteria, evaluate their own performances and the performances of others' ensembles.

Students will describe the means used to create images or evoke feelings and emotions in musical works from various cultures represented in their repertoire.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and Applying What is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers (Standard 5.0, Grades 9-12 Proficient). *Students apply what they have learned in music across the subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning skills. They learn about careers in and related to music.*

Students will demonstrate an understanding of the different roles that musicians have in our culture (i.e., soloist, band/choir member, teacher, advertising, religious leader, arranger, composer, etc.).

Students will apply some aspect of his/her repertoire to another class in his/her current class schedule (i.e., song text for English, historical relationships in History, etc.).

Students will research and demonstrate an understanding of career opportunities and job functions in the field of music.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

<u>UNIT</u>	<u>WEEKS</u>
I. Review Basics of Performance Practices and Basic Music Theory	
A. Basics of sound production (review/remediation)	Week 1 Ongoing
1. Breathing: concepts and exercises	
2. Posture	
3. Position	
a. Holding the instrument properly	
b. Proper seating/music stand placement	
4. Basics of instrument maintenance/hygiene	
5. Proper playing technique on chosen instrument	
6. Proper stylistic articulation	
B. Elements of music	Week 1 Ongoing
1. Rhythm	
2. Pitch	
3. Harmony	
4. Form	
5. Texture	
6. Tempo and dynamics	
7. Timbre	
8. Articulation	
C. Music notation	Week 1 Ongoing
1. Reading and writing	
a. Transpositions	
b. Note recognition	
c. Rhythm recognition	
d. Major, minor, and blues scales	
e. Modes	
f. Chords and arpeggios	
D. Vocabulary	Week 1 Ongoing
1. Common	
2. Uncommon	
E. Creating	Week 1 (Semester 2)
1. Part writing/composing	
2. Improvisation	
F. Listening	Week 1 Ongoing
1. Compare/contrast	
2. Analyzation	
II. Historical and Multi-Cultural: Social and Historic Influences of Selected Music	
A. Multi-cultural music contributions	Week 5 (Semester 2)

	<u>WEEKS</u>
1. Analyzing distinctive cultural idioms	Ongoing
2. Properly reproducing idioms in recognizable form	
B. Personal heritage	
1. Comparing individual heritages in music	
III. Performance	Week 1 Ongoing
A. Selection of music	
B. Rehearsal techniques	
1. Set-up	
2. Warm-up	
3. Interpret and perform	
4. Closure and clean up	
C. Evaluation of performance	Week 5 Ongoing
1. Analyze and rationalize group's performance	
2. Self-analysis of performance	

TEXTS AND SUPPLEMENTAL MATERIALS

No text is universally applicable to this class. Music and materials are selected by the instructor according to the needs of the performance and performers. Suggested music will include pieces taken from various cultures and musical eras which support the course objectives.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include individual practice, small group practice, large group rehearsal, lecture, demonstration, discussion, reading, and writing. Small and large group work, student presentation, observation, field study, guest artists/presenters, recordings, films, video, Internet and other technologies, such as use of DAT machines and computer editing of sound tracks.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing evaluation of the student's progress by the instructor through the mediums of observation, listening, and evaluation. Individual testing of part knowledge and improvisation abilities, and observation of participation in performances will be part of the overall evaluation. Final assessment is student performance and written exams.

ASSESSMENT CRITERIA

Criteria are established by the instructor based on the student's developed abilities, which include their technical competence and experience on their chosen instrument. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public School, Kindergarten Through Grade Twelve, Grades Nine-Twelve Proficient.

DATE OF CONTENT REVISION: June 2001

DATE OF BOARD APPROVAL: