

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

High School Jazz Ensemble

Grade Level: 9-12

Date of Board Approval: _____2019_____

Planned Instruction

Title of Planned Instruction: Jazz Ensemble

Subject Area: Music

Grade(s):9-12

Course Description:

Jazz Ensemble is a music experience in which students develop musical skills specific to the genre of Jazz. Students learn the skills of rehearsal, performance, technique, improvisation, listening, theory and history. In addition, students learn skills such as coordination, teamwork, discipline, responsibility and expression. Students are exposed to a variety of repertoire and styles within the Jazz idiom. Students are given performance opportunities within the school setting as well as for the public.

Time/Credit for the Course: Full Year (1 Credit)/Half Year (0.5 Credit)

Curriculum Writing Committee: Tina Krawczyk

Curriculum Map

1. Marking Period One:

- **Overview based on 45 days:** Students will learn a variety of practice and rehearsal strategies that focus on playing in the style of Jazz. Strategies will also focus on the ensemble skills necessary for a successful Jazz ensemble.
- **Goals:**
 - Students will practice reading, counting and playing common rhythms found in Jazz music.
 - Students will listen to music in a variety of styles.
 - Students will sight read music in a variety of Jazz styles.
 - Students will practice the listening skills necessary to create a cohesive ensemble.
 - Students will learn the Blues scale pattern and memorize and perform the Blues scale in 6 keys.
 - Students will practice improvisation using the Blues scale in 6 different keys.
 - Students will perform music of “Grade 4” or higher for the fall concert.

2. Marking Period Two:

- **Overview based on 45 days:** Students will continue to use and refine practice and rehearsal strategies that focus on playing in the style of Jazz by preparing for the second concert of the year. Students will continue to focus on ensemble and improvisation skills. Students will gain an understanding of the characteristics of different Jazz styles, cultures and time periods.
- **Goals:**
 - Students will practice more difficult reading, counting and playing of common rhythms found in Jazz music, in a variety of time signatures.
 - Students will sight-read music in a variety of Jazz styles.
 - Students will memorize and perform Blues scales in the 6 remaining keys.
 - Students will practice and demonstrate improvisation in at least three different keys.
 - Students will research characteristics of different Jazz styles, cultures and time periods.
 - Students will perform music of “Grade 4” or higher for the winter concert.

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- Students will write an essay reflecting on their performance at the winter concert and coming up with a plan for improving future performances.

3. Marking Period Three:

- **Overview based on 45 days:** Students will continue to use and refine practice and rehearsal strategies that focus on playing in the style of Jazz by preparing for competition, festival and/or the 2nd winter concert. Students will continue to focus on improvisation and ensemble skills. Students will gain a better understanding of the theory involved in creating, performing and improvising Jazz music. Students will gain a better understanding of the cultural context of Jazz music.
- **Goals:**
 - Through study, composition and improvisation, students will gain an understanding of theory involved in Jazz music.
 - Through study, composition, and improvisation, students will gain an understanding of the historical and cultural contexts of Jazz music.
 - Students will practice and demonstrate improvisation in at least 3 different keys with emphasis on staying within the style of a given piece of music.
 - Students will perform at competition, a festival and/or at the 2nd winter concert at a level of “Grade 4” or higher.
 - Students will write an essay comparing this performance with that of the first winter concert.

4. Marking Period Four:

- **Overview based on 45 days:** Students will continue to use and refine practice and rehearsal strategies that focus on playing in the style of Jazz by preparing for competition, festival and/or the Spring concert. Students will continue to focus on improvisation and ensemble skills. Students will gain a better understanding of the history and evolution of Jazz music.
- **Goals:**
 - Through reading, listening and performing, students will learn about the history and evolution of Jazz music and the variety of styles that have been created.
 - Through study, composition and improvisation, students will gain further understanding of the theory involved in Jazz Music.

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- Students will practice and demonstrate improvisation in at least 3 different keys, with emphasis on the feeling of “going somewhere”.
- Students will perform music of “Grade 5” or higher for the Spring concert.
- Students will write a critique of another jazz ensemble that they witness live or via recording.

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Curriculum Plan

Unit #1: Performing

Marking Period: ongoing

Standard(s):

Pennsylvania Academic Standard Addressed:

[9.1.12.A](#), [9.1.12.B](#), [9.1.12.C](#), [9.1.12.F](#), [9.1.12.G](#), [9.1.12.H](#), [9.1.12.J](#), [9.2.12.A](#), [9.2.12.F](#), [9.2.12.J](#), [9.3.12.A](#), [9.3.12.B](#), [9.3.12.D](#), [9.4.12.C](#)

National Core Music Standards Addressed:

[MU:Pr4.1.E.Ia](#), [MU:Pr4.1.E.IIa](#), [MU:Pr4.1.E.IIIa](#), [MU:Pr4.2.E.Ia](#), [MU:Pr4.2.E.IIa](#), [MU:Pr4.2.E.IIIa](#), [MU:Pr4.3.E.Ia](#), [MU:Pr4.3.E.IIa](#), [MU:Pr4.3.E.IIIa](#), [MU:Pr5.3.E.Ia](#), [MU:Pr5.3.E.IIa](#), [MU:Pr5.3.E.IIIa](#), [MU:Pr6.1.E.Ia](#), [MU:Pr6.1.E.IIa](#), [MU:Pr6.1.E.IIIa](#), [MU:Pr6.1.E.IIb](#), [MU:Pr6.1.E.IIIb](#)

Anchor(s):

Big Idea(s): The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions:

- What makes certain music jazz?
- What do we need to do to get the best sound and performance possible?

Concepts:

- Knowledge of jazz style
- Knowledge of ensemble practice and performance techniques

Competencies:

- Play a variety of styles within the Jazz genre with correct style and technique.
- Perform in their section and within the ensemble as a cohesive unit.

Overview: This unit is meant to be presented throughout the year, gradually building and refining student's abilities to perform Jazz music of increasing difficulty and within different styles and time periods.

Goals:

- Improve students' knowledge of the Jazz genre.
- Improve students' ability to play music of the Jazz genre with appropriate style.
- Improve ensemble skills.

Objectives:

DOK Level 1 (Recall and Reproduction):

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- Recognize rhythms, articulations and other style elements specific to the Jazz genre.
- Students will listen to a variety of jazz styles and attempt to replicate the style that they hear.

DOK Level 2 (skills and concepts):

- Students will interpret rhythmic, articulation and dynamic notation in the Jazz style.
- Students will play with blend, balance and tuning within the ensemble.
- Students will observe and interpret written music in order to accurately sight-read “Grade 3” music or higher.

DOK Level 3 (strategic thinking):

- Students will plan, practice and rehearse music in order to perform “Grade 4” or higher music in a variety of Jazz styles.

DOK Level 4 (extended thinking):

- Students will apply concepts learned from listening to and analyzing the performances of others to create the best possible performance for concerts.
- Students critique their performances and determine what needs to be improved upon for future performances.

Core Activities and Corresponding Instructional Methods:

- Individual and group warm-up sessions
- Discussion and demonstration
- Group sectionals
- Full ensemble rehearsals

Assessments: [C.IE.1.1, C.A.1.1](#)

- **Diagnostic:** Students first read-through of music at the start of each semester and daily observation
- **Formative:** Daily observation and playing exams
- **Summative:** Final playing tests and concert performances.

Extensions:

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- The teacher may increase difficulty of repertoire to match students' skills and understanding.
- The teacher may increase the number of pieces played in a concert.
- The teacher may provide solo and small ensemble performance and enrichment opportunities for students as appropriate.

Correctives:

- Adaptations of music may be provided as necessary for individual students.

Materials and Resources:

- Warm-up sheets
- Performance repertoire

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Unit #2: Creating

Marking Period: ongoing

Standard(s):

Pennsylvania Academic Standard Addressed:

[9.1.12A](#), [9.1.12B](#), [9.1.12C](#), [9.1.12E](#), [9.1.12J](#), [9.2.12A](#), [9.3.12A](#), [9.3.12B](#)

National Core Music Standards Addressed:

MU: Cr1.1E.Ia, MU:Cr1.1E.IIa, MU: Cr1.1E. IIIa, MU:Cr2.1E.Ia, MU:Cr2.1E.IIa, MU:Cr2.1E.IIIa, MU:Cr3.1E.Ia, MU:Cr3.1E.IIa, MU:Cr3.1E.IIIa, MU:Pr3.2E.Ia, MU:Pr3.2E.IIa, MU:Pr3.2E.IIIa

Anchor(s): [C.IE.1.1](#), [C.A.1.1](#)

Big Idea(s): 1. Artists use tools and resources as well as their own experiences to create art.

Essential Questions:

- What notes should be played to accurately perform an improvisation?
- What styles should be employed to accurately perform an improvisation?

Concepts:

- Interpretation of music style
- Understanding of chord tones
- Understanding of chord progressions

Competencies:

- Improvise on a given melody
- Improvise over a given chord progression
- improvise harmony

Overview: Throughout the year, students will explore improvisation through memorizing previously improvised solos and creating their own improvised solo.

Goals:

- Students will memorize and analyze a solo previously improvised by another performer.
- Students will improvise with expression and technical accuracy a large and varied repertoire of literature.
- Students will improvise an appropriate harmony in an ensemble setting.

Objectives:

DOK Level 1 (Recall and Reproduction):

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- Students will be able to perform major scales in the keys of concert C, F, Bb, Eb, Ab, Db and Gb from memory.
- Students will be able to perform blues scales in the keys of concert C, F, Bb, Eb, Ab, Db and Gb from memory.
- Students will be able to play an assigned solo from memory.

DOK Level 2 (skills and concepts):

- Students will be able to construct a blues scale in the keys of Concert C, F, Bb, Eb, Ab, Db and Gb using intervals or scale degrees.
- Students will be able to construct the appropriate chords of a given progression.
- Students will be able to analyze a given solo and indicate chord tones and non-chord tones and how they are used.

DOK Level 3 (strategic thinking):

- Students will be able to improvise on a melody using techniques such as neighbor tones, passing tones, octave displacement and other embellishment techniques as is appropriate for the style.
- Students will be able to improvise appropriate rhythms given a specific part in a chord progression.

DOK Level 4 (extended thinking):

- Students will be able to improvise melodies over a given chord progression, using appropriate style.

Core Activities and Corresponding Instructional Methods:

- Discussion and demonstration
- Memorization
- Chord and scale analysis
- Listening to recordings
- Analysis of style characteristics

Assessments:

- **Diagnostic:** Scale warm-ups
- **Formative:** Daily observation and playing exams
- **Summative:** Final playing tests and concert performances.

Extensions:

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- The teacher may increase difficulty of improvisation by adding more expectations.
- The teacher may increase the number of keys in which improvisation occurs.
- The teacher may increase the types of scales used to improvise to include: whole tone, Dorian, minor, etc.

Correctives:

- Teacher may simplify the rhythms expected during improvisations.
- Teacher may listen to student individually instead of with the entire ensemble.
- Teacher may allow for non-standard notation where appropriate.

Materials and Resources:

- Audio/visual recordings
- Scale sheets
- Chord progressions – both existing and as prepared by the teacher

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Unit #3: Responding

Marking Period: ongoing

Standard(s):

Pennsylvania Academic Standard Addressed:

[9.1.12.A](#), [9.1.12.B](#), [9.1.12.C](#), [9.1.12.E](#), [9.1.12.F](#), [9.1.12.I](#), [9.1.12.K](#), [9.2.12.A](#), [9.2.12.B](#), [9.2.12.C](#), [9.2.12.D](#), [9.2.12.E](#), [9.2.12.G](#), [9.2.12.H](#), [9.2.12.I](#), [9.2.12.J](#), [9.2.12.K](#), [9.2.12.L](#), [9.3.12.A](#), [9.3.12.B](#), [9.3.12.C](#), [9.3.12.D](#), [9.3.12.E](#), [9.3.12.F](#), [9.3.12.G](#), [9.4.12.A](#), [9.4.12.B](#), [9.4.12.D](#)

National Core Music Standards Addressed:

[MU:Re7.1.E.Ia](#), [MU:Re7.1.E.IIa](#), [MU:Re7.1.E.IIIa](#), [MU:Re7.2.E.Ia](#), [MU:Re7.2.E.IIa](#), [MU:Re7.2.E.IIIa](#), [MU:Re8.1.E.Ia](#), [MU:Re8.1.E.IIa](#), [MU:Re8.1.E.IIIa](#), [MU:Re9.1.E.Ia](#), [MU:Re9.1.E.IIa](#), [MU:Re9.1.E.IIIa](#),

Anchor(s): [C.IE.1.1](#), [C.A.1.1](#)

Big Idea(s): People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Essential Questions:

- What decisions do musicians make to influence the way people experience their work?
- How does one determine the quality of musical performance?

Concepts:

- Aesthetic response
- Critical response

Competencies:

- Evaluation of musical performance

Overview: Throughout the year students will evaluate their own performance of music in a concert setting as well as the performance of other ensembles. When an action plan is created in response to these evaluations, it may lead to a better performance in the future.

Goals:

- Students will understand what aesthetic and technical qualities make a good performance or concert.
- Students will listen to, analyze and critique live and/or recorded solo and ensemble performances.
- Students will express verbally and/or in writing their reflection of their music performances.

Objectives:

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DOK Level 1 (Recall and Reproduction):

- Students will recall appropriate music vocabulary to describe the performance.
- Students will identify aesthetic and technical qualities of the performance.

DOK Level 2 (skills and concepts):

- Students will interpret how various elements of music can be manipulated to create expression.

DOK Level 3 (strategic thinking):

- Students will investigate ways in which the elements of the concert created an aesthetically pleasing performance.
- Students will investigate ways in which the elements of the concert created a technically pleasing performance.
- Students will investigate available repertoire and decide which pieces would be best for a performance.

DOK Level 4 (extended thinking):

- Students will critique their own music performances.
- Students will critique the performances of others.
- Students will develop and action plan for how their next performance can be improved.

Core Activities and Corresponding Instructional Methods:

- Direct instruction
- Score study
- Discussion
- Listening examples
- Written and/or oral reflection

Assessments:

- **Diagnostic:** observation during classroom rehearsal and discussion.
- **Formative:** Questioning during classroom rehearsal and discussion
- **Summative:** Post-concert reflection.

Extensions:

- Students may create their own music evaluation criteria.

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- Students may critique performances of different types of ensemble, including those that perform World music and non-traditional ensembles.

Correctives:

- Students may read reviews from professional music critics.
- Students may respond in written or oral form.

Materials and Resources:

Concert repertoire
Audio/visual recordings of student performances
Audio/visual recording of other performances
Access to live performances

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Unit #4: Connecting

Marking Period: ongoing

Standard(s):

Pennsylvania Academic Standard Addressed:

[9.1.12.A](#), [9.1.12.B](#), [9.1.12.C](#), [9.1.12.E](#), [9.1.12.F](#), [9.1.12.I](#), [9.1.12.K](#), [9.2.12.A](#), [9.2.12.B](#), [9.2.12.C](#), [9.2.12.D](#), [9.2.12.E](#), [9.2.12.G](#), [9.2.12.H](#), [9.2.12.I](#), [9.2.12.J](#), [9.2.12.K](#), [9.2.12.L](#), [9.3.12.A](#), [9.3.12.B](#), [9.3.12.C](#), [9.3.12.D](#), [9.3.12.E](#), [9.3.12.F](#), [9.3.12.G](#), [9.4.12.A](#), [9.4.12.B](#), [9.4.12.D](#)

National Core Music Standards Addressed:

[MU:Re7.1.E.Ia](#), [MU:Re7.1.E.IIa](#), [MU:Re7.1.E.IIIa](#), [MU:Re7.2.E.Ia](#), [MU:Re7.2.E.IIa](#), [MU:Re7.2.E.IIIa](#), [MU:Re8.1.E.Ia](#), [MU:Re8.1.E.IIa](#), [MU:Re8.1.E.IIIa](#), [MU:Re9.1.E.Ia](#), [MU:Re9.1.E.IIa](#), [MU:Re9.1.E.IIIa](#),

Anchor(s): [C.IE.1.1](#), [C.A.1.1](#)

Big Idea(s): Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions:

- What decisions do musicians make to influence the way people experience their work?

Concepts:

- Musicians' connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Competencies:

- Reflection on how life experiences, culture, etc. influence student's own creation and performances of music.

Big Idea: People have expressed experiences and ideas through the arts throughout time and across cultures.

Essential Questions:

- How does music relate to its societal, cultural and historical context?

Concepts:

- Music History
- Music appreciation
- Cultural influences on music

Competency:

- Performance of music in an appropriate style is reflective of the time period or culture from which it comes.

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Overview: Throughout the year, students will perform and experience music from a variety of time periods and cultures. Students will explore the connections music naturally makes with history, culture and themselves, personally.

Goals:

- Students will understand the musical and cultural context in which pieces are written and performed.
- Students will express how their music making experiences are influenced by their personal experiences.
- Students will express how their music making experiences have affected them personally.

Objectives:

DOK Level 1 (Recall and Reproduction):

- Students identify qualities of a musical selection that are characteristic of the time period or culture it comes from.

DOK Level 2 (skills and concepts):

- Students will classify music by genre, culture and/or time period and explain their reasons for the classification.

DOK Level 3 (strategic thinking):

- Students will assist in choosing repertoire for performance that represents a variety of different styles, cultures and time periods.

DOK Level 4 (extended thinking):

- Students will analyze how their experiences in Jazz Ensemble and how playing this variety and style of music has impacted them personally.

Core Activities and Corresponding Instructional Methods:

- Direct instruction
- Score Study

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- Listening to music from a variety of styles, cultures and time periods
- Reflection on choice of repertoire for performance
- Discussion and demonstration
- Research of jazz music from a variety of styles, cultures and time periods.

Assessments:

- **Diagnostic:** Observation and discussion during rehearsal
- **Formative:** Questioning and asking for demonstration of style during discussions and rehearsal
- **Summative:** Post-Concert reflection

Extensions:

- Students may listen to and analyze a variety of music ensembles.
- Students may listen to and analyze music from a variety of time periods and cultures.
- Students may create their own small ensembles to perform music from a variety of time periods and cultures.

Correctives:

- Students may be given information about jazz music from a variety of styles, time periods and cultures.

Materials and Resources:

- Concert repertoire
- Historical documents
- Audio/video recordings
- Access to live performances.

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: N/A

Textbook ISBN #: N/A

Textbook Publisher & Year of Publication: N/A

Curriculum Textbook is utilized in (title of course): N/A

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Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name Richard Horst

First Reader/Reviewer Signature _____ Date June 14, 2019

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

