

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

Jazz Ensemble

Board of Education Approved 04/24/2007

Jazz Ensemble

Statement of Purpose

Music is inherent in the very nature of man and therefore must be an integral part of a child's education. We believe that music students in Fairfield's high schools will develop an appreciation of music and be able to intelligently express their opinions, as well as become educated consumers of music. All of our students will have opportunities to increase their musical skill levels including creating, performing, and responding. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities.

We recognize that some students in Fairfield's high schools will develop both the interest and technical ability to pursue concentrated study in a specialized area in addition to their major ensemble during the school day. Jazz Ensemble teaches the knowledge and skills necessary to perform in the jazz idiom including stylistic interpretations and improvisation. This rigorous study prepares students for future success in life by refining leadership and problem solving skills and developing independence.

Audience

9th - 12th Grade Band Students

Prerequisite

Limited enrollment is by audition, recommendation of director, and a member of Wind Ensemble or Concert Band with the exception of guitar, bass and piano players who must be enrolled in any year long music class.

Design and Description

1 credit

This course is open to students who play saxophone, trumpet, trombone, piano, bass, drums and guitar who have adequately developed technique on their instrument and are interested in performing jazz and popular music. Literature for this ensemble will be selected from the standard "big band" and contemporary repertoire. Intervals, chord structure, chord progressions and improvisation will be studied. Due to the changing repertoire, this ensemble course may be taken repeatedly.

This is a full year class that meets one night per week, with one sectional rehearsal per month. Through out the year Jazz Ensemble students will demonstrate their mastery of technical skills and musical interpretation by performing in both formal and informal settings. Unique performance opportunities will be pursued beyond the Concert Band and Wind Ensemble curriculum concerts. Participation in all fall, winter, and spring scheduled rehearsals and performance is required.

Jazz Ensemble is structured around the following three categories that guide instruction.

- I. Students in Jazz Ensemble will progress through all four **Units of Study** each year the course is taken. Although these Units of Study are unchanging from year to year, the repertoire studied is significantly varied.
- II. Students in Jazz Ensemble will successfully complete skill level VII Performance Objectives as found in the Concert Band and Wind Ensemble curriculum document and will progress through Jazz Ensemble Skill Levels I, II and III **Performance Objectives**.
- III. Students in Jazz Ensemble will address five **Summary Objectives**. These objectives include performing on their instrument, improvising music, commenting on and evaluating their own and other students' musical performances, and listening to master performer recordings. These objectives are designed to meet all of the state standards for 9-12 music.

Course Goals

- Students in Jazz Ensemble will progress through all four **Units of Study** each year the course is taken.
- Students in Jazz Ensemble will progress through Jazz Ensemble Skill Levels I, II and III **Performance Objectives** through multiple years of enrollment.
- Students in Jazz Ensemble will complete five **Summary Objectives**.

The tasks for Jazz Ensemble, found on pages 10-12, refer to these summary objectives.

Summary Objectives

Students will be able to:

- play their instruments in tune and with a characteristic jazz tone, jazz repertoire at NYSSMA levels 3 to 5 with expression, appropriate stylistic interpretation, and technical accuracy.
- creatively improvise in tune, with characteristic tone and style, over a given harmonic chord structure, with a variety of rhythmic and melodic patterns.
- read jazz music at sight at NYSSMA level 3 in tune, with characteristic tone, technical accuracy, expression, and interpretation within an ensemble.
- listen to, analyze, and describe their own recorded performances, comment critically, and improve their own performance.
- listen to, analyze, and describe past and present masters of jazz, comment critically, and describe the interrelationship between jazz, history and culture, and their daily life.

Music Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6

Students will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills

Students will perform in small ensembles with one student on a part

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will improvise stylistically appropriate harmonizing parts.

Students will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Students will improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used

Students will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Analysis

Students will listen to, describe and analyze music.

Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices

Students will demonstrate extensive knowledge of the technical vocabulary of music

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Connections

Students will make connections between music, other disciplines and daily life.

Students will explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples

Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

Students will explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Students will apply music knowledge and skills to solve problems relevant to a variety of careers

History And Cultures

Students will understand music in relation to history and culture.

Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications

Students will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them

Students will identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances

Information and Technology Standards (to be added)

Essential Questions

- What is the role and importance of music in our lives?
- How is expression and communication created through performing music?
- What makes a music performance successful?

Repertoire Cycle – Unit of Study

Core Topics

Blues

- Significant performer/composer of the blues style
- Famous piece in the blues style
- Form of a blues progression
- Innovation(s) in music and other arts attributed to blues music
- Cultural and historical influences that are commonly evident in written and/or performed blues music
- How blues music is stylistically performed and improvised

Swing/Big Band

- Significant performer/composer of swing or big band
- Famous piece in the swing or big band style
- Innovation(s) in music and other arts attributed to swing or big band
- Cultural and historical influences that are commonly evident in the written and/or performed swing or big band music
- How swing or big band music is stylistically performed and improvised

Latin

- Significant performer/composer of the Latin style
- Famous piece in the Latin style
- Innovation(s) in music and other arts attributed to Latin music
- Cultural and historical influences that are commonly evident in the written and/or performed Latin music
- How Latin music is stylistically performed and improvised

Rock

- Significant performer/composer of the rock style
- Famous piece in the rock style
- Innovation(s) in music and other arts attributed to rock
- Cultural and historical influences that are commonly evident in the written/performed rock music
- How rock music is stylistically performed and improvised

High School Jazz Ensemble Skill Level Performance Objectives

The following three Skill Levels, (I, II, and III,) are developed out of the Middle and High School band curriculums. Student will have completed Skill Levels V and VI found in the Concert Band and Wind Ensemble curriculum documents. Student will progress through the following three Skill Levels relative to the jazz idiom in addition to their continued progress through their band Skill Level.

Skill Level I

Defines objectives in progress for students in their first year of Jazz Ensemble.

Students will:

- play, comp, and/or create a walking bass like stylistically accurate within level 3 NYSSMA jazz literature, including all correct rhythms, pitches and voicings.
- play and read 4/4, 2/4, 3/4, 2/2, and 5/4 time signatures and meter changes in slow and fast swing, latin, and rock styles.
- demonstrate through playing and reading, a comprehensive knowledge and application of musical terms and symbols. (See appendix)
- continue to refine a characteristic jazz tone and good intonation at all dynamic levels throughout the range on their instrument.
- identify and perform jazz articulations with control at a wide variety of tempi and style appropriate to the jazz music. (See appendix)
- play a written solo within NYSSMA 3 ensemble literature with appropriate phrasing.
- play and read two octaves concert F, Bb, Eb, Ab, Db, C, G, D, major and the corresponding natural minor, blues, and mixolydian scales.
- play a two-octave chromatic scale for the full range listed above with appropriate alternate/chromatic fingerings, ascending and descending at quarter note = 120 m.m.
- improvise given one mixolydian or blues scale.

Drummers will also:

- play one swing, latin, and rock beats with accurate style and feel.
- play swing, latin, and rock beats with accurate style and feel within given NYSSA 3 literature, creating appropriate fills and solos.
- demonstrate through playing and reading, a comprehensive knowledge and application of musical terms and symbols.

Skill Level II

Defines objectives in progress for students in their second year of Jazz Ensemble.

Students will:

- play, comp, and/or create a walking bass like stylistically accurate within level 4 NYSSMA jazz literature, including all correct rhythms, pitches and voicings.
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- play and read 4/4, 2/4, 3/4, 2/2, and 5/4 time signatures and meter changes in slow and fast swing, latin, and rock styles.

- demonstrate through playing and reading, a comprehensive knowledge and application of musical terms and symbols. (See appendix)
- continue to refine a characteristic jazz tone and good intonation at all dynamic levels throughout the range on their instrument.
- identify and perform jazz articulations with control at a wide variety of tempi and style appropriate to the jazz music. (See appendix)
- play any written solo within ensemble literature with appropriate phrasing.
- play and read two octaves concert F, Bb, Eb, Ab, Db, C, G, D, major and the corresponding natural minor, blues, and mixolydian scales.
- play a chromatic scale for the full range of the instrument with appropriate alternate/chromatic fingerings, ascending and descending at eighth note = 120 m.m.
- improvise given up to three chord progressions using mixolydian, minor or blues scales, including II, V, I progressions.

Drummers will also:

- play various swing, latin, and rock beats with accurate style and feel.
- play various swing, latin, and rock beats with accurate style and feel within given NYSSA 4 literature, creating appropriate fills and solos.
- demonstrate through playing and reading, a comprehensive knowledge and application of musical terms and symbols.

Skill Level III

Defines objectives in progress for students in their second year of Jazz Ensemble.

Students will:

- play, comp, and/or create a walking bass like stylistically accurate within level 5 NYSSMA jazz literature, including all correct rhythms, pitches and voicings.
- play and read 4/4, 2/4, 3/4, 2/2, and 5/4 time signatures and meter changes in slow and fast swing, latin, and rock styles.
- demonstrate through playing and reading, a comprehensive knowledge and application of musical terms and symbols. (See appendix)
- continue to refine a characteristic jazz tone and good intonation at all dynamic levels throughout the range on their instrument.
- identify and perform jazz articulations with control at a wide variety of tempi and style appropriate to the jazz music. (See appendix)
- play NYSSMA level 5 written and improvised solos following the appropriate harmonic structure with appropriate phrasing within and outside of ensemble literature.
- play and read two octaves concert all major and the corresponding natural minor, blues, and mixolydian scales and corresponding chords.
- play and read a chromatic scale for the full range listed above with appropriate alternate/chromatic fingerings, ascending and descending at eighth note = 120
- improvise given any scale or chordal structure including appropriate passing tones and phrasing.

- interpret and play a piece with the ensemble given only a lead sheet with appropriate style and phrasing. (Guitar, Piano, Bass and Vibes only)

Drummers will also:

- play various swing, latin, and rock beats with accurate style and feel.
- play various swing, latin, and rock beats with accurate style and feel within given NYSSA 5 literature, creating appropriate fills and solos.
- demonstrate through playing and reading, a comprehensive knowledge and application of musical terms and symbols. (See appendix)
- interpret accurately and play a piece with the ensemble given only a lead sheet with appropriate style and phrasing.

Summary Tasks for Jazz Ensemble Curricular Objectives

Summary Objective 1

Students will be able to:

- play their instruments in tune and with a characteristic jazz tone, jazz repertoire at NYSSMA levels 3 to 5 with expression, appropriate stylistic interpretation, and technical accuracy.

Music Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6

Students will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills

Students will perform in small ensembles with one student on a part

Tasks

- play scales.
- play a piece of jazz literature.

Summary Objective 2

Students will be able to:

- creatively improvise in tune, with characteristic tone and style, over a given harmonic chord structure, with a variety of rhythmic and melodic patterns.

Music Standards

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will improvise stylistically appropriate harmonizing parts.

Students will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Students will improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

Task

- Improvisation

Summary Objective 3

Students will be able to:

- read jazz music at sight at NYSSMA level 3 in tune, with characteristic tone, technical accuracy, expression, and interpretation within an ensemble.

Music Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6

Students will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills

Students will perform in small ensembles with one student on a part

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used

Students will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Task

- sight-read.

Summary Objective 4

Students will be able to:

- listen to, analyze, and describe their own recorded performances, comment critically, and improve their own performance.

Music Standards

Analysis

Students will listen to, describe and analyze music.

Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices

Students will demonstrate extensive knowledge of the technical vocabulary of music

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Tasks

- listen to a recording of their ensemble and respond.
- listen to a recording of a master jazz musician(s) and respond.

Summary Objective 5

Students will be able to:

- listen to, analyze, and describe past and present masters of jazz, comment critically, and describe the interrelationship between jazz, history and culture, and their daily life.

Music Standards

Connections

Students will make connections between music, other disciplines and daily life.

Students will explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples

Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

Students will explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Students will apply music knowledge and skills to solve problems relevant to a variety of careers

History And Cultures

Students will understand music in relation to history and culture.

Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications

Students will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them

Students will identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances

Tasks

- Bring in a piece of jazz music from a master performer and prepare a research paper or power point presentation.
- Listen to a live performance and complete a short answer and essay commentary.