

KPBSD Music Curriculum

Jazz Band

Subject(s)	Jazz Band
Grade/Course	9 th -12 th
Process Standards	Create: Conceiving and Developing new artistic ideas and work Perform/Present/Produce Respond
Course Description	This course offers students an exploration of various jazz styles through both historical and new literature. Concurrent enrollment in Concert Band is required for this course.

Priority Alaska State Arts Standards	
Respond: Anchor 8 – Interpret intent and meaning in artistic work.	
Create: Anchor 2 – Organize and develop artistic ideas and work.	
Perform: Anchor 5 – Develop and refine artistic work for presentation.	
Supporting Standards	
Anchor 1 – Generate and conceptualize artistic ideas and work.	
Anchor 3 – Refine and complete artistic work.	
Anchor 4 – Analyze, interpret, and select artistic work for presentation.	
Anchor 6 – Convey meaning through the presentation of artistic work.	
Anchor 7 – Perceive and analyze artistic work.	
Anchor 9 – Apply criteria to evaluate artistic work.	
Essential Questions	Corresponding Big Ideas
How do musicians make creative decisions?	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
How do we discern the musical creators’ and performers’ expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Concepts	
Repertoire Improvisation Notation	

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Skills		
<ul style="list-style-type: none"> • Perform an appropriate part in the ensemble, demonstrating well-developed ensemble skills. • Perform a large variety of jazz literature with expression and technical accuracy. • Perform music representing diverse genres and cultures with appropriate expression. • Play a phrase/melody by ear. • Improvise a “call and response” over a standard twelve measure blues bar progression. • Improvise using a standard blues scale. • Read and identify jazz articulation symbols. • Read, write, and play a standard blues scale. • Read and identify harmonic progressions over standard and/or various twelve bar blues progressions. 		
Unit Vocabulary Terms	Enrichment / Extension	Interdisciplinary Connections
<p>Articulations: Accents, bop accent, staccato, tenuto, etc.</p> <p>Expression: Crescendo, Diminuendo, symbols.</p> <p>Genre Styles: Blues, Swing, Rock, Funk, Fusion, Be-Bop, etc.</p> <p>Forms: ABA; Ballad.</p> <p>Terms: Back-Beat, Break, Cadence, Chase, Chops, Dig, Dot Time, Groove, Legit, Lay-out, Modulation, Pattern, Pickup, Progression, Riff, Root, Rhythm Section, Straight 8’s, Trading 4’s, Vamp, Voice, Walk, Woodshed.</p>	<p>Listening to recordings of jazz masters: Benny Goodman, Tommy Dorsey, BB King, Duke Ellington, etc.</p>	<p>American History WWII - Big Band Era</p>
Unit Assessments		
Pre-Assessment	Informal Progress Monitoring Checks	
<p>Sight-reading of selected concert literature</p> <p>Simple call and response</p> <p>Sight-reading of Blues Scales</p>	<p>Teacher initiated ‘call and response’</p> <p>12-bar Blues Solo Improvisation</p> <p>Blues Scales</p>	