



Course Outcome Summary

MUBANJ – Jazz Band

Course Information:

Description:

The Jazz Band is a yearlong major performing ensemble consisting of 15-25 members. The course objectives are to experience, learn, understand, and develop, to the highest level, the many styles of jazz music. The Jazz Band performs during the school year at school, as well as in the community and surrounding areas. The Jazz Band participates in solo/ensemble festivals and attends college jazz festivals. Fees may be charged. Auditions may be required to insure balanced instrumentation. Purchase of a SHS Jazz Band performance shirt may be required.

Instruction Level: 9 – 12

Total Credits: 2

Course Standards:

Wisconsin Standards for Music Content Area: Performance Music

Standard 1 - CREATE: Students will generate, develop, and refine artistic work.

- MP1.Cr.14.h: Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music.

Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

- MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.
- MP2.P.26.h Perform using expressive qualities and techniques with the composer's intent.
- MP2.P.27.h: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges.
- MP2.P.28.h: Illustrate how the setting and music elements contribute to the context and expressive qualities of the music.
- MP2.P.29.h: Interpret and perform music from aural traditions and through standard and nonstandard notation with stylistic accuracy.
- MP2.P.30.h: Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.
- MP2.P.31.h: Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance.
- MP2.P.32.h: Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member.

Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

- MP3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections
- MP3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.
- MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
- MP3.R.17.h: Demonstrate proper concert/audience etiquette for a variety of musical settings.
- MP3.R.18.h: Reflect upon and critique performances using gradeappropriate music vocabulary.

Standard 4 - CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

- MP4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.
- MP4.Cn.14.h: Explain the relationship between performer and audience using grade appropriate music vocabulary.
- MP4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.
- MP4.Cn.16.h Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.

Prerequisites: Audition required

- Musical Excerpt in swing style
- Concert B-flat Blues Scale (1 octave)
- Improvise over a backing track of the 12-bar blues in B-flat

Textbooks: Music provided

Unit

1. **Variety Show**
2. **Jazz History**
3. **Winter Concert**
4. **Jazz Festivals**
5. **Spring Concerts**

Unit Outlines

1. **Variety Show**
 - a. 1st Monday during Homecoming week
 - Perform in swing style using proper swing articulation

- Play with good tone and intonation
- Play correct notes and rhythms as indicated in the music while maintaining a steady beat
- Play with proper dynamics
- Relate key signatures present to a scale or mode
- Play scales or modes that correspond to the music
- Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music
- Understand how each piece relates to jazz history
- Understand how each piece relates to cross-curricular subjects
- Demonstrate proper concert etiquette as a performer and audience member
- Evaluate the performance using musical terms

2. Jazz History

- September through Mid-October, then periodically throughout the year
 - Understand the progression of jazz history
 - Understand the cultural context that led to the genre of music
 - Identify influential performers in each time period in jazz
 - Identify influential performers on a student's instrument
 - Listen to and identify characteristics of many styles of jazz
 - Listen to and identify characteristics of improvised solos from jazz masters

3. Winter Concert

- Mid-October through Mid-December
 - Perform in a variety of styles using proper jazz articulation
 - Play with good tone and intonation
 - Play correct notes and rhythms as indicated in the music while maintaining a steady beat
 - Play with proper dynamics
 - Relate key signatures present to a scale or mode
 - Play scales or modes that correspond to the music
 - Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music
 - Understand how each piece relates to jazz history
 - Understand how each piece relates to cross-curricular subjects
 - Demonstrate proper concert etiquette as a performer and audience member
 - Evaluate the performance using musical terms

4. Festivals (Jazz Festivals and Solo/Ensemble Festival)

- February through April
 - Perform in a variety of styles using proper jazz articulation
 - Play with good tone and intonation
 - Play correct notes and rhythms as indicated in the music while maintaining a steady beat
 - Play with proper dynamics

- Relate key signatures present to a scale or mode
- Play scales or modes that correspond to the music
- Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music
- Understand how each piece relates to jazz history
- Understand how each piece relates to cross-curricular subjects
- Demonstrate proper concert etiquette as a performer and audience member
- Evaluate other performing ensembles using musical terms
- Attend a variety of workshops/masterclasses by qualified clinicians
- Incorporate clinicians/adjudicator's comments into future goals

5. Spring Performances

- a. Throughout May and early June
 - Perform in a variety of styles using proper jazz articulation
 - Play with good tone and intonation
 - Play correct notes and rhythms as indicated in the music while maintaining a steady beat
 - Play with proper dynamics
 - Relate key signatures present to a scale or mode
 - Play scales or modes that correspond to the music
 - Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music
 - Understand how each piece relates to jazz history
 - Understand how each piece relates to cross-curricular subjects
 - Demonstrate proper concert etiquette as a performer and audience member
 - Evaluate the performance using musical terms