

Unit I: Jazz it Up: The Introduction

Jazz Band

21 Class Meetings

Created May 2021

Essential Questions

- How do musicians make creative decisions?
- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their creative work?

Enduring Understandings with Unit Goals

EU 1: Analysis of creators' context and manipulation of musical to provide insight into intent and inform performance.

- Perform with adequate tone quality, intonation, and timbre.
- Develop a better understanding of theory and reading music while playing.
- Demonstrate growth as a musician through practice, analysis and editing.

EU 2: Understanding and application of creative process informs improvisational skill.

- Apply various techniques and skills to create music improv.
- Analyze, critique, and edit improvisational performance.

EU3: Music reflects and shapes culture and history.

- Interpret the evolution of jazz music from 1880-1945 into a big musical picture.
- Analyze how social events and music affect and are influenced by each other.

Standards

Common Core State Standards:

- **MU:Cr1.1.E.8a** Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- **MU:Cr3.1.E.8a** Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.
- **MU:Pr4.3.8a** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing)
- **MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- **MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- **MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- **MU:Re7.2.8a** Compare how the elements of music and expressive qualities relate to the structure within programs of music.
- **MU:Pr5.1.7a** Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform
- **MU:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Instrumental Performance

- Perform music in an expressive manner
- Present an understanding of a quality performance
- Create original solos for performance pieces
- Vocabulary: Dorian mode, jazz articulations, tonic, dominant, syncopation, phrasing, accent, staccato, form, head, bridge, coda,

2. Cultural and Societal Context of Music

- Relate music to historical or current events
- Hypothesize how major events could have ended up without the impact of music
- Perform music for the Winter Concert in a culturally authentic manner
- Ragtime, Blues, Dixieland, Swing, Big Band, call & response, evolution

Interdisciplinary Connection:

- Social Studies, ELA, Dance, Math, and Dance

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Successfully play both Long Tones and C Dorian Scales with the group.
- Define and perform five different examples of articulation in piece #1
- Play through the head and A section of *Piece #1* with 80% note and rhythmic accuracy.
- Improvise a two-measure phrase in C Dorian.
- Perform the A prime and coda of *Piece #1* focusing on proper articulation.
- Define blues music, illustrate its early history, and explain how it influences jazz.
- Perform a section of *Piece #1* in accordance with the performance rubric.*
- Analyze the form of *Piece #2* noting the various section changes.
- Define ragtime music, illustrate its early history, and explain how it influences jazz.
- Perform the intro and main theme in *Piece #2*.
- Perform *Piece #1* in its entirety focusing on articulation and dynamic.
- Perform the A and B section. of *Piece #2*.
- Perform the bridge to the end of *Piece #2* focusing on rhythm and note accuracy.

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- Explain how Dixieland music influences the early development of jazz.
- Execute call and response and improvisation for *Piece #1 and #2*
- Practice soloing on both *Piece #1 and Piece #2*.
- Perform sections of *Piece #2* focusing on note and rhythmic accuracy.
- Explain how Swing music influences the early development of jazz.
- Practice and revise my improvisation on *Piece #1* based on peer and teacher feedback.
- Perform my improvisation in accordance with the performance rubric.
- Reflect on both my own and the peer's performances of the Improvisational Performance Task noting both strengths and needed improvements.

Instructional Strategies/Differentiated Instruction

- Independent problem-solving
- Peer review
- Student performance
- Written/ verbal Feedback
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

ELL Differentiated Instruction

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

Assessments

FORMATIVE ASSESSMENTS:

- Exit Slips
- Accountable Talk Discussions
- Critique, Modeling, and Adjustment
- Teacher observation and evaluation
- Peer evaluation
- Self-evaluation
- Audience response
- Group demonstrations
- Individual demonstrations

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- Homework/ Practice Logs

SUMMATIVE ASSESSMENTS:

- Piece #1 Performance Quiz (EU1)
- D Dorian Scale Quiz (EU1)
- Jazz History Reflections (EU3)
- Improvisation Performance Task (EU1, EU2)

Unit Task

Unit Task Name: Improvisation Performance Task

Description: Students will create and perform a 16-measure improvisational solo. Performance task will demonstrate an application of the musical knowledge they have received in Unit I. Improvisation will incorporate the rules of improv learned and practiced through the unit (EU 1). Students will observe their performances the next class and complete a post-task reflection which will incorporate their analyzing and listening skills to critique both their own personal performance, and the performance their peers (EU 2 & 3).

Evaluations: Post-task Reflection and Future Improvisation Performance Scoring Guide in 2021-2022 school year

Unit Resources

- Sheet Music of 3-4 pieces
- Musical instruments and accessories
- Worksheets
- Smart Music
- Laptops
- Supplemental videos or clips (YouTube)
- Google Forms
- *Standards of Excellence Jazz Methods*- Dean Sorensen & Bruce Pearson