

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Course: Jazz Ensemble

Course Description

Jazz Ensemble is a full-year, every-day course for proficient and advanced jazz instrumentalists. All students wishing to be in Jazz Ensemble must audition in February for the following school year. Jazz Ensemble performs throughout the school year at concerts, assemblies, competitions, festivals, trips when applicable, civic functions, and other activities where suitable. Students will also be expected to use technology to improve basic musicianship skills and improvisational skills.

Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

Content Standards for an Advanced Ensemble

Creating:

1. Generate instrumental or vocal interpretations that integrate aesthetic principles with personal style.
2. Arrange pieces for multiple instruments or voices in an array of genres and styles.
3. Identify musical challenges and reflect upon the advantages and disadvantages of different solutions (e.g. in playing an instrument, the ideal hand position for a difficult phrase).

Performing:

4. Organize and lead a small group performance.
5. Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 5, on a scale of 1 to 6.
6. Perform a musical work designed to elicit audience reflection because of its style or viewpoint.

Responding:

7. Identify ways a contemporary musical piece pushes boundaries of the genre and discipline.
8. Analyze the ways one's own cultural and personal perspectives and biases affect understanding of a musical work.
9. Identify how bias, culture, and privilege can affect the criteria one uses to evaluate musical performance.

Connecting:

10. Explain the development of the group's aesthetic vision as an ensemble and how it is represented in a performance.
11. Identify the historical and cultural contexts that caused shifting of stylistic elements between musical movements.

Source: MA Arts Curriculum Framework 2019, page 48



Concepts	Essential Questions
Tone Quality and Intonation	<ul style="list-style-type: none"> • Why does each instrument have its own timbre? • How does the level of tone quality affect the timbre of an instruments? • How does tone affect intonation? • How does proper technique impact tone?
Rhythm	<ul style="list-style-type: none"> • Can you have rhythm without beat? • Why is it important for musicians to share a common beat? • How are rhythmic values related to tempo?
Scales and Scale Studies	<ul style="list-style-type: none"> • How do scales and scale studies contribute to the performance of melodies? • How are scales and keys related to the melody?
Music Reading and Terminology	<ul style="list-style-type: none"> • How does music communicate? • How is melody created? • What makes a significant and meaningful performance? • Why do I need to be able to read music?
Music Theory and History	<ul style="list-style-type: none"> • How does the structure of a musical piece create its order and clarity? • What determines a style of music? • How do music and history influence each other?
Ensemble Skills and Musicianship	<ul style="list-style-type: none"> • Does a performance have to be public to be meaningful? • What criteria do we use to evaluate a performance? • What makes a significant and meaningful performance? • How does interpretation of the music affect the performance?
Aesthetics/Responding	<ul style="list-style-type: none"> • How does music affect the emotional state of the listener? • How can music be used to communicate emotions and ideas? • Why do people respond/react differently to the same piece of music? • What effects do our emotions and experiences have on our opinion of personal performance and the performance of others?

Structures for Learning

During a typical ensemble rehearsal, students and teachers may be in engaged in...

- Modeling/demonstration of techniques
- Guided practice
- Warm-ups and appropriate practice repertoire
- Perform rhythms via clapping or percussion instruments
- Counting rhythms using rhythm syllables or numbers prior to performing
- Critiques (formal/informal and self/peer/group)
- Perform music from various historical periods of jazz
- Perform music from various cultures
- Evaluate a performance, composition, or arrangement by comparing it to similar of exemplary models

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."
- *MA Arts Curriculum Framework 2019*, p.20

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

Structures for Learning

Structures for learning are examples of the instructional contexts and activities that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.