Fine Arts Curriculum: High School Jazz Band

Unit/Topic:	Quarter:	Time Frame:
High School Jazz Band	Full Year/1 Semester	Full Year/1 Semester

Essential Questions:

1. What distinguishes jazz from other genres of music, and how has it evolved over time?
2. How do improvisation and spontaneity contribute to the essence of jazz music?
3. How does jazz reflect the cultural and social context of its time, both historically and in contemporary settings?
4. What are the characteristics of different jazz styles (e.g., swing, bebop, cool jazz, fusion), and what makes each style unique?
5. What impact did key figures such as Louis Armstrong, Duke Ellington, Charlie Parker, and Miles Davis have on the development of jazz music?
6. How does the use of harmony, rhythm, and form contribute to the structure and expression of a jazz composition or performance?
7. In what ways does jazz intersect with other art forms, such as visual arts, literature, and dance, and how do these interdisciplinary connections enrich our understanding of jazz culture?
8. How do cultural exchange and globalization influence the contemporary landscape of jazz music, including collaborations, fusions, and cross-cultural influences?
9. What skills and qualities are essential for success as a jazz musician, both on and off the stage?
10. How can participation in jazz ensembles and performances contribute to personal growth, collaboration, and community engagement among students?

Key Concepts:	Key Vocabulary:
Key concepts for a high school jazz band encompass musical skills, knowledge, and experiences that are essential for a successful and rewarding jazz education program. Here are some key concepts: 1. **Various Stylistic Grooves:** Understanding and internalizing the various rhythmic grooves and feel characteristics of jazz music, including swing eighth notes and syncopated rhythms. 2. **Improvisation:** Developing the ability to spontaneously create melodies and solos over chord progressions, using scales, modes, and melodic patterns as improvisational tools. 3. **Jazz Harmony:** Exploring chord progressions, jazz voicings, and harmonic concepts such as ii-V-I progressions, extended chords, and chord substitutions. 4. **Listening Skills:** Studying recordings of jazz masters and iconic jazz performances to develop aural awareness, stylistic authenticity, and improvisational vocabulary. 5. **Repertoire Knowledge:** Learning and performing a diverse repertoire of jazz standards, blues tunes, bebop classics, and contemporary jazz compositions representing different eras and styles. 6. **Ensemble Interaction:** Developing the ability to listen, communicate, and interact musically with other ensemble members through dynamics, phrasing, and musical dialogue. 7. **Rhythmic Precision:** Mastering rhythmic accuracy, ensemble timing, and coordination within the rhythm section and across the entire ensemble, including syncopated rhythms and polyrhythms.	**Essential terms and vocabulary to be taught throughout the course of the unit to develop skills and support answers to essential questions.** **Swing** **Latin** **Samba** **Afro-Cuban** **Ballad** **Blues** **Jazz Articulations** **Improvisation** **Chord changes** **Big Band** **Combo** **Blues Scales**

8. **Articulation and Expression:** Exploring various articulation techniques (e.g., staccato, legato, accents) and expressive elements (e.g., dynamics, vibrato, growls) to shape and color jazz phrases. 11. **Historical and Cultural Context:** Examining the historical and cultural context of jazz music, including its roots in African American culture, its evolution through different eras, and its impact on society. 12. **Performance Practice:** Rehearsing and preparing for public performances, including concerts, festivals, competitions, and community events, to showcase musical achievements and promote a sense of pride and accomplishment. By emphasizing these key concepts, high school jazz bands can create meaningful and enriching experiences for students while achieving excellence in performance and fostering a lifelong appreciation for jazz music.	
Priority Standards:	**Supporting Standards:**

Anchor Standard 1 - Generate and conceptualize artistic ideas and work **Anchor Standard 2 - Organize and develop artistic ideas and work** **Anchor Standard 3 - Refine and complete artistic work that demonstrates understanding of characteristics of music or texts studied in rehearsal.** **Anchor Standard 4 - Select, analyze, and interpret artistic work for performance** **Anchor Standard 5 - Develop and refine artistic work for presentation** **Anchor Standard 6 - Convey meaning through the presentation of artistic work** **Anchor Standard 7 - Perceive and analyze artistic work** **Anchor Standard 8 - Interpret intent and meaning in artistic work** **Anchor Standard 9 - Apply criteria to evaluate artistic work** **Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art** **Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**	**MU.CR.1.PE.HS1a - Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.** **MU.CR.2.PE.HS1a - Select and develop melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.** **MU.CR.2.PE.HS1b - Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).** **MU.CR.3.PE.HS1a - Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.** **MU.CR.3.PE.HS1b - Share personally developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.** **MU.PR.4.PE.HS1a - Explain the criteria used in selecting the repertoire to study/perform based on interest, music reading and performing/technical abilities.** **MU.PR.4.PE.HS1b - Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.** **MU.PR.5.PE.HS1a - Develop strategies to address technical and expressive challenges in a varied repertoire of music and other sources to refine performances.** **MU.PR.5.PE.HS1b - Use feedback from ensemble peers and other sources to refine performances.**

	MU.PR.6.PE.HS1a - Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. **MU.PR.6.PE.HS1b - Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.** **MU.PR.6.PE.HS1c - Demonstrate an understanding of expressive intent by connecting with an audience through prepared performances.** **MU.RE.7.PE.HS1a - Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music** **MU.RE.7.PE.HS1b - Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.** **MU.RE.8.PE.HS1a - . Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.** **MU.RE.9.PE.HS1a - Evaluate works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context.** **MU.CN.10.PE.HS1a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.** **MU.CN.10.PE.HS1b - Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.** **MU.CN.11.PE.HS1a - Explain and analyze how context can inform the expressive intent and meaning of a musical performance.** **MU.CN.11.PE.HS1b - Explain and analyze how music is affected by one's knowledge outside the arts**