

Jazz Band-Advanced

Curriculum Map

Missouri Learning Standards

Unit 1: Jazz swing, style, improv	Unit 2: add blues, latin style, improv	Unit 3: listening/history	Unit 4 :performance
1st quarter	2nd quarter	3rd quarter	4th quarter
Priority Standards	Priority Standards	Priority Standards	Priority Standards
MU:Cr1A.E.1.a. 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:Cr3A.E.1.a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	MU:Pr4B.E.1.a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	MU: Pr4C.E.1.a. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
MU:Cr2A.E.1.a. Select and develop draft 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:Cr2A.E.1.b. Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Re7A.E.1.a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	MU: Pr6C.E.1.b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
MU:Cr3A.E.1.a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	MU:Re8A.T.1.a. 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:Re7B.E.1.a. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	MU:Re9A.E.1.a. Evaluate works and performances based on personally-or collaboratively developed criteria, including analysis of the structure and context.
MU:Pr4A.E.1.a. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	MU:Re9A.T.1.a. Evaluate works and performances based on personally-or collaboratively developed criteria, including analysis of the structure and context.	MU:Pr5A.T.1.a. Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	MU: Cn11A.E.1.a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Pr5A.E.1.a. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	MU:Pr6A.E.1.b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.		MU: Pr6A.E.1.a Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6A.E.1.a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.			
MU:Cn10A.E.1.a. Demonstrate how interests, knowledge,			

and skills relate to personal choices and intent when creating, performing, and responding to music			
MU:Cn11A.E.1.a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
Essential Questions	Essential Questions	Essential Questions	Essential Questions
How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? How do performers select repertoire? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	How do musicians improve the quality of their creative work? How do musicians make creative decisions? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	How does understanding the structure and context of musical works inform performance? How do individuals choose music to experience? How do musicians improve the quality of their performance?	How do performers interpret musical works? How do individuals choose music to experience? How do we judge the quality of musical work(s) and performances(s)? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
I Can Statements	I Can Statements	I Can Statements	I Can Statements
- I can improv a short melody using chord progressions that can and will be supported by background musicians. - I can play my music with rhythmic accuracy and expression, using the correct articulations and style. - I can recognize the importance in playing jazz style and how it relates to other areas of life. - I can determine when a piece is performance ready.	- I can evaluate my own improvised solo and performance. - I can listen to other high school jazz groups and evaluate them based on pitch, notes, accuracy, and basic musical elements. - I can judge if our own jazz band is performance ready based on vertical and horizontal alignment, note accuracy, dynamics, and style.	- I can distinguish swing, blues, ragtime, boogie woogie, latin, samba, etc. styles of jazz music. - I can choose from a selected repertoire of jazz literature to comprise a concert. - I can listen to a recording of the jazz band and determine what elements need to be improved on.	- I can experience the dynamics of a live concert and the reaction of the audience. - I can perform a solo live in front of an audience and appreciate the applause. - I can perform for events other than concerts or contests, but community events.
Materials	Materials	Materials	Materials
Selected pieces of repertoire	Selected pieces of repertoire Recording device	Selected pieces of repertoire Recording device	Selected pieces of repertoire Recording device

