

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Jazz Band

Department: Music

Teacher: P. Martin

Grade level: 9-12

Description of Course:

Students in Jazz Ensemble will have an ensemble experience that is the equivalent of performing in band, chorus or Guitar Ensemble. The Campbell High School Jazz Ensemble encourages any student interested in improving his/her musical abilities to get involved. The course will emphasize jazz fundamentals, basic jazz theory, and jazz performance techniques. Individuals will develop performance and instrumental skills as the ensemble studies quality jazz literature. Participation in periodic public performances is required. Jazz Band members are also eligible to participate in area festivals, to join specialty ensembles that may develop and to audition for the All State Jazz Band.

PREREQUISITES:

One year of Band and or private lessons on Wind, Percussion, Bass Guitar, Drum Set or Piano and/or permission of Instructor

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

Core Competencies and alignment with State or National Standards:

Performance

Students will play proficiently a varied repertoire of music, both alone and with others. (work cooperatively)
NH Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.

Improvise

Students will demonstrate the ability to improvise varied styles of music, both alone and with others. (think critically)
NH Curriculum Standard 3: Improvise melodies, variations and accompaniments.

Notation

Students will read standard music notation and demonstrate competence in using that notation.
NH Curriculum Standard 4: Compose and arrange music within specific guidelines.

Evaluation

Students will analyze, describe, and evaluate music and music performances using correct terminology. (critical thinking, problem solving, read, write and speak effectively)
NH Curriculum Standard 6: Students will listen to, analyze, and describe music.
NH Curriculum Standard 7: Students will evaluate music and music performances.

Relation

Students will demonstrate an understanding of music in relation to history, culture, other arts, other disciplines, and careers. (critical thinking, problem solving, read, write and speak effectively)
NH Curriculum Standard 8: Students will relate music to the other arts, and to disciplines outside the arts.
NH Curriculum Standard 9: Students will relate music to history, culture, and careers.

Suggested Texts and Media (Software, A/V, etc.):

Standard instrumental literature including works by Count Basie, Glen Miller, Mike Louis, Victor Lopez, etc...
Smart Music©

Suggested Instructional Strategies:

- 1. Lecture:** Teacher shares information regarding compositional techniques and music theory.
- 2. Group Work:** Students work together on notation and composition projects, with teacher assistance/guidance.
- 3. Journal:** Students write responses to musical listening exemplars, with teacher feedback.
- 4. Hands-On Learning:** Students will perform on musical instruments in order to comprehend musical concepts such as rhythm, pitch and duration of notes and rests.
- 5. Research:** Students will locate, organize, and disseminate information regarding music.

Suggested Assessment Strategies:

1. Various quizzes and tests
2. Smart Music©
3. Individual assessments
4. Ensemble critiques
5. Create, perform and evaluate various music compositions.