Westbrook Public Schools
Westbrook High School Jazz Band Curriculum
Grades 9-12

Music Standard Addressed - #2 Students will play, alone and with others, a varied repertoire of Jazz/Blues/Rock music.

**Essential Question:** What is performance preparation?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform with expression and technical accuracy a large and varied repertoire of Jazz/Blues/Rock/ Funk literature with a level of difficulty of 3-4, on a scale of 1 to 6</td>
<td><em>Perform with...</em></td>
<td><em>Posture</em></td>
<td><em>Observation</em></td>
<td><em>Standard jazz literature</em></td>
</tr>
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<td></td>
<td></td>
<td><em>Accurate and consistent pitch</em></td>
<td><em>Performance tests</em></td>
<td><em>Recordings of literature being studied.</em></td>
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<td><em>Appropriate tone</em></td>
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<td><em>Tuner</em></td>
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<td><em>Technical fluency</em></td>
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<td><em>Metronome</em></td>
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<td><em>Advanced ensemble skills</em></td>
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<td></td>
<td><em>Expression</em></td>
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<td></td>
<td><em>Attention to musical details (including dynamics, articulation and swing)</em></td>
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<tr>
<td>Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills</td>
<td><em>Demonstrate...</em></td>
<td><em>Who to listen to in the band</em></td>
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<td></td>
<td></td>
<td><em>Good listening skills.</em></td>
<td><em>Who to follow in the band (when and why)</em></td>
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<td></td>
<td>o <em>Blend</em></td>
<td><em>Blend</em></td>
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<td></td>
<td>o <em>Matching</em></td>
<td><em>Matching</em></td>
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<td></td>
<td><em>Playing with groove</em></td>
<td><em>Playing in groove</em></td>
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<td></td>
<td></td>
<td><em>Playing in various jazz styles (including Swing, Latin and Rock)</em></td>
<td><em>Jazz styles</em></td>
<td></td>
</tr>
<tr>
<td>Perform in small ensembles with one student on a part</td>
<td></td>
<td><em>Who to listen to in the band.</em></td>
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<td></td>
<td><em>Play with Confidence</em></td>
<td><em>Who to follow in the band (when and why)</em></td>
<td></td>
</tr>
</tbody>
</table>
**Technology Integration:**
- Online metronome

**Expectations for Student Learning Addressed:** *Westbrook HS students will...*
Demonstrate independence and proficiency in problem solving, reasoning, critical and creative thinking.

**Assessment Techniques:**
- Assessment Rubric
- School-wide Problem Solving Rubric
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Music Standard Addressed: #3 Students will improvise melodies, variations and accompaniments.

**Essential Question:** What is improvisation?

<table>
<thead>
<tr>
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<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Improvise simple phrases | Improvise … | • Principals of Improvisation  
• Blues form(s)  
• 7th chords  
• Standard chord progressions, (including I/IV/V progression, ii/V/I progression)  
• Major scales  
• Minor scales  
• Pentatonic scales  
• Blues scales & keys | • Aural evaluation  
• Informal assessments to aid personal progress in class and lessons. | • Standard jazz Literature  
• Musical prompt  
• Recordings  
• Band in a Box improvisation practice tool.  
• Jamie Aebersold Improvisation Series |

| Improvise short melodies, unaccompanied by rhythm section and over given rhythmic accompaniments, each in a consistent style, meter and tonality (12 bar blues) | • Maintaining a consistent tempo and meter | • Tempo  
• Meter  
• Blues form and scale | • Blues scales and guides  
• Blues and swing recordings |

**Technology Integration:**
- Band-in-a-Box improvisation software
**Expectations for Student Learning Addressed:** Westbrook HS students will...
Communicate and process ideas and information effectively.

**Assessment Techniques:**
- Teacher-created Criteria for Informal Assessments
- School-wide Communication Rubric
### Westbrook Public Schools
Westbrook High School Jazz Band Curriculum
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<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6</td>
<td>• Understand and demonstrate rhythmic precision with appropriate style</td>
<td>• Rhythm • Intonation • Sight reading techniques • Swing • Latin • Rock</td>
<td>• Teacher observation and evaluation • Practice assignments and tests</td>
<td>• Standard jazz literature • Finale music writing Software</td>
</tr>
</tbody>
</table>

#### Technology Integration:
- Finale music writing software

#### Expectations for Student Learning Addressed:
*Westbrook HS students will...* Communicate and process ideas and information effectively.

#### Assessment Techniques:
- Teacher-created Criteria
- School-wide Communication Rubric

Music Standard Addressed: **#5 Students will read and notate music.**

**Essential Question:** What is musical notation and how do you interpret notation?
## Westbrook Public Schools
### Westbrook High School Jazz Band Curriculum
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Music Standard Addressed: **#6 Students will listen to, describe and analyze music.**

**Essential Questions:** What is musical form & structure? How do you listen for musical elements?

<table>
<thead>
<tr>
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<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices</td>
<td>Describe musical events in the music they hear or perform</td>
<td>Genres, Cultures, Elements of music, Expressive devices</td>
<td>Teacher evaluation, Formal assessments</td>
<td>Standard jazz literature, Recordings, Scores of major pieces studied, Worksheets</td>
</tr>
<tr>
<td>Demonstrate extensive knowledge of the technical vocabulary of music</td>
<td>Define the elements of music</td>
<td>Technical Vocabulary including...</td>
<td>Musical Elements, Melody, Harmony, Rhythm, Key, Meter, Mode, Phrasing, Articulations, Dynamics, Blend, Balance, Intervals, Tonic, Chord progressions, Style</td>
<td></td>
</tr>
<tr>
<td>Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and</td>
<td>Identify various instruments and voices and their families given aural or visual examples</td>
<td>Compositional devices (including augmentation and repeating)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give examples of other works that make similar uses of these devices and techniques</td>
<td>• Identify styles, theme or melody in a composition</td>
<td>• Melody</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Technology Integration:**
- Use of internet for listening samples, research, and retrieving cultural information

**Expectations for Student Learning Addressed:** *Westbrook HS students will...*
Communicate and process ideas and information effectively.

**Assessment Techniques:**
- School-wide Communication Rubric
- Teacher-created Criteria
# Westbrook Public Schools
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<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill Student will be able to…</th>
<th>Knowledge Students will understand…</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music</td>
<td>Design criteria to evaluate a performance’s or composition's quality (technical and expressive) and effectiveness (expressive impact)</td>
<td>Blend</td>
<td>Critical listening worksheets</td>
<td>Standard jazz literature</td>
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<tr>
<td></td>
<td></td>
<td>Balance</td>
<td>Self-evaluation</td>
<td>Active listening</td>
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<td></td>
<td></td>
<td>Tone</td>
<td>Open discussions</td>
<td>o CD’s</td>
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<td></td>
<td></td>
<td>Expression</td>
<td></td>
<td>o MP3’s.</td>
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<tr>
<td></td>
<td></td>
<td>Listening (how to listen)</td>
<td></td>
<td>Internet and other media devices</td>
</tr>
<tr>
<td>Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</td>
<td>Use supporting evidence when evaluating his/her performance and composition and the performances and compositions of others</td>
<td>Identify the strengths and weaknesses of a performance or composition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Technology Integration:**
- Internet and other media devices
- Recording devices

**Expectations for Student Learning Addressed:** *Westbrook HS students will…*
Communicate and process ideas and information effectively.
Assessment Techniques:
- Teacher-created Criteria
- School-wide Communication Rubric
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Music Standard Addressed: **#8 Students will make connections between music, other disciplines and daily life.**

**Essential Question:** How does the study of music relate to other disciplines in life?

<table>
<thead>
<tr>
<th>Performance Standards</th>
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</tr>
</thead>
</table>
| Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples | • Recognize the common elements of theme, line, rhythm, intensity, color, shape, direction and texture in each of the arts  
• Recognize how organizational principles (such as unity and variety, or repetition and contrast) are used in similar and distinctive ways in the various arts | • Concepts in the Arts  
  ○ Theme  
  ○ Line  
  ○ Rhythm  
  ○ Intensity  
  ○ Color  
  ○ Shape  
  ○ Direction  
  ○ Texture  
  ○ Unity  
  ○ Variety  
  ○ Repetition  
  ○ Contrast | • Open discussion | • Standard jazz literature  
• Modern media  
• Colleagues  
• Teacher knowledge  
• Recordings  
• Slide projector |
| Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures | • Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures | Artistic characteristics of ...  
• Historical periods  
• Historical styles  
• Cultures | | • Modern media  
• Colleagues  
• Teacher knowledge  
• Recordings  
• Slide projector |
| Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music | • Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those in music | The connection between Music and...  
• Science  
• Social Studies  
• Languages  
• Technology  
• Mathematics  
• Architecture  
• Dance  
• Drama | |
| Apply music knowledge and skills to solve problems relevant to a variety of careers | Apply music knowledge and skills to solve problems relevant to a variety of careers | Music’s connection to a variety of careers |

**Technology Integration:**
- Internet media
- Smart board/projector

**School Wide Expectations:** *Westbrook HS students will...*
Communicate and process ideas and information effectively.

**Assessment Techniques:**
- Teacher-created Criteria
- School-wide Communication Rubric
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Music Standard Addressed: #9 Students will understand music in relation to history and culture.

**Essential Question:** How does music reflect historical events and cultural ideas?

<table>
<thead>
<tr>
<th>Performance Standards</th>
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<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications</td>
<td>Identify and accurately classify by genre or style examples of music from a variety of historical periods and cultures</td>
<td>Genre</td>
<td>Class discussion</td>
<td>Standard jazz literature</td>
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<td></td>
<td></td>
<td>Style</td>
<td></td>
<td>Internet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical periods</td>
<td></td>
<td>World news</td>
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<td></td>
<td>World history</td>
<td></td>
<td>Teacher knowledge</td>
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<td></td>
<td></td>
<td>American history</td>
<td></td>
<td>Colleagues</td>
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<td></td>
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<td>Music history</td>
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<td>Politics</td>
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<td></td>
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<td>Major composers, artists and musicians</td>
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</tbody>
</table>

Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them

- Perform, music that represents a variety of genres and styles from a number of cultures and historical periods
- Musical styles
  - Ragtime
  - Jazz
  - Blues
  - Rock
  - Latin
  - Funk
- Major musical periods
- Major artists from various stylistic periods

Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances

- Identify and describe the roles of musicians in various music settings and cultures
- Roles of musicians

**Technology Integration:**
- Internet news sources
- Local & national news
- Contemporary media sources
### Expectations for Student Learning Addressed:

*Westbrook HS students will...*

Develop an understanding of and appreciation for cultural, intellectual, and artistic accomplishments.

### Assessment Techniques:

- Teacher-created Criteria