

Brunswick School Department  
Music  
Grades 9-12: Honors Jazz Ensemble

Adopted: 6/12/2019

**Course Overview**

This course is designed as a supplemental ensemble to the Concert Band. This class is designed for the advanced study of the jazz idiom. This class is designed to further the study of jazz through performance of advanced repertoire with a heavy focus on literature of specific big bands and time periods. There will be a greater emphasis on improvisation. Enrollment is by audition or director appointment.

Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will increase their proficiency on the various works of importance in jazz history. Emphasis will be placed on not just performance technique, but also rudimentary improvisational skills, musicianship, and a sense of personal accountability. This ensemble is aimed at performance of advanced repertoire and relies heavily on individual musicianship in addition to strong collaborative skills.

**Essential Understandings**

- Culture and historical events have had an impact on jazz.
- Jazz is a form of chamber music that requires a strong sense of independence and attention to individual parts
- Improvisation plays a critical role in the performance of jazz.
- Jazz encompasses many styles which require different techniques to perform

**Priority Standards and Performance Indicators**

(as based on Maine Learning Results)

**P.S. VPA-1 Disciplinary Literacy: show literacy in the arts discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

Music

- a. Perform music that requires technical skills, attention to phrasing and interpretation, alone and with others.
- b. Demonstrate the ability to perform various meters and rhythms, alone or with others.
- c. Demonstrate the ability to perform in a variety of keys, alone or with others.
- d. Demonstrate the ability to perform while modeling proper posture and technique, alone or with others.
- e. Identify and apply knowledge of musical notation, symbols and terminology.
- f. Listen to, analyze and evaluate using music terminology.

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**P.S. VPA-2 Creation, Performance, and Expression: Create, or perform, and express ideas through the arts discipline.**

Music -

- a. Perform music of various styles and genres that requires well-developed technical skills.
- b. Demonstrate attention to phrasing and interpretation and various meters and rhythms in a variety of keys.
- c. Accurately apply the accumulated knowledge and skills of: proper posture and technique, musical notation, symbols and terminology.

**P.S. VPA -3 Creative Problem-Solving: Approach artistic problem solving using multiple solutions and the creative process.**

Music -

- a. Apply creative and/or critical thinking and problem solving skills as related to the process of performing and reflecting upon musical works.

**P.S. VPA-4 Aesthetics and Criticism: Describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).**

- a. Demonstrate understanding of disciplinary vocabulary.
- b. Use disciplinary terminology to analyze and evaluate works and performances

**P.S. VPA-5 Visual and Performing Arts Connections: Understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.**

- a. Model team and collaborative skills while engaged in class/rehearsal
- b. Demonstrate a sense of responsibility for themselves and for others as part of the ensemble
- c. Organize needed materials and be ready to perform

**Examples of Formative / Summative Assessments**

- Performance and assessment at the Berklee College of Music Jazz Festival
- Performance and assessment at the Maine Music Educators Association District 1 Jazz Festival
- Performance and assessment at the UNH Clark Terry Jazz Festival
- Performance at school concerts three times throughout the year
- Regular guest clinician visit to rehearsals to provide feedback and formative assessment to students

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**Sample Texts and Materials/Resources**

Publications:

- Cottontail – Duke Ellington
- Mercy, Mercy, Mercy – Joe Zawinul
- Tiptoe – Thad Jones
- Jackson County Jubilee – Benny Carter
- Dissonance in Blues – Duke Ellington
- Nancy Joe - Gerald Wilson
- Perdido - arr. Terry White
- Symphony in Riffs - Benny Carter
- Little Karin - Benny Golson

Digital Resources:

- Smart music
- Sight Reading Factory