

## Jazz Band 2-3-4 Syllabus

### RCAS Policies/Procedures

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click [handbook](#).

### Course Description

Students will continue to develop their understanding of jazz music. They will perform music of various styles, further explore improvisation solos, learn about great jazz musicians, and the historical context of jazz music. Students will begin to explore arranging and composing through jazz analysis, identifying modes, scales, harmony, and form. Students will fine tune their leadership skills, critical listening, and performance skills independently and collaboratively.

### Grading

Points shall be awarded for In-Class Work, Playing Assignments, Written/Online Assignments, and Ensemble Performances. Points will be awarded and collected cumulatively through the year.

### Textbook

Not Applicable

### Reading

Reading will take place in the form of “reading music” and will be done through the year with a variety of literature based in varied styles and difficulties. Literature will be selected based on continuing assessments as well as class abilities and needs.

### Optional Reading

Students will always be given the opportunity to augment their mandatory “music reading” with individual and small group “music reading” as they choose. This literature will be provided by staff based on ability level and instrumentation.

### Instructional Resources

breezintheory.com – resource for music theory learning and practice

### Essential Questions

**K-12.Cr.1-3** - How will students generate, develop, organize, revise, refine and complete artistic ideas and work?

**K-12.Pr.4-6** - How will students select, analyze, interpret, develop, refine, and convey meaning through the presentation of artistic ideas and work?

**K-12.Re.7-9** - How will students perceive, analyze, interpret intent and meaning, and apply criteria to evaluate artistic ideas and work?

**K-12.Cn.10-11** - How will students synthesize and relate artistic ideas and work with personal experiences as well as work with societal, historical, cultural contexts to make and deepen understanding of artistic work?

### **Essential Learning Intentions**

**Note that each Essential Learning Intention has an intermediate (HSi) and an accomplished (HSa) reference.**

**HSi.MU.Cr.1.1** – I will create musical ideas for specific purposes.

**HSa.MU.Cr.1.1** – I will create musical ideas for specific purposes and contexts.

**HSi.MU.Cr.2.1** – I will select, revise, and preserve previously created musical ideas for specific purposes.

**HSa.MU.Cr.2.1** – I will select, organize, revise, and preserve previously created musical ideas into a complete work for specific purposes and contexts.

**HSi.MU.Cr.3.1** – I will evaluate and refine musical ideas based on teacher-provided or collaboratively-developed criteria, including the extent to which specific purposes were addressed.

**HSa.MU.Cr.3.1** – I will evaluate and refine musical ideas based on personally- or collaboratively-developed criteria including the extent to which specific purposes and contexts were addressed.

**HSi.MU.Cr.3.2** – I will share personally-developed musical ideas that demonstrate understanding of creating music for specific purposes.

**HSa.MU.Cr.3.2** – I will share personally-developed musical ideas that demonstrate understanding of creating music for specific purposes and contexts.

**HSi.MU.Pr.4.1** – I will explain the criteria used to select diverse repertoire, performers' musicianship skills, and setting and purpose of performance.

**HSa.MU.Pr.4.1** – I will develop and apply criteria to select diverse repertoire, performers' musicianship skills, and setting and purpose of performance.

**MSi.MU.Pr.4.2** – I will analyze how musical elements, performance practices, and purpose inform musical work.

**HSa.MU.Pr.4.2** – I will analyze how musical elements, performance practices, purpose, and context inform musical work.

**HSi.MU.Pr.4.3** – I will identify, interpret, and demonstrate expressive qualities in diverse repertoire that relate to expressive intent.

**HSa.MU.Pr.4.3** – I will analyze, interpret, and demonstrate context and expressive intent in diverse repertoire.

**HSi.MU.Pr.5.1** – I will apply collaboratively-developed criteria for self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire.

**HSa.MU.Pr.5.1** – I will apply personally and collaboratively developed criteria in response to self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire.

**HSi.MU.Pr.6.1** – I will present musical work with refined technical accuracy and expressive qualities through individual and ensemble performances of a diverse repertoire.

**HSa.MU.Pr.6.1** – I will present musical work with mature technical accuracy and apply expressive intent through individual and ensemble performances of a diverse repertoire.

**HSi.MU.Pr.6.2** – I will demonstrate an awareness of the context of music through musical works.

**HSa.MU.Pr.6.2** – I will demonstrate an ability to connect with audience members while engaging with them during musical work.

**HSi.MU.Re.7.1** – I will apply collaboratively-created criteria to select music for a variety of purposes, justifying choices by citing musical elements, performance practices, purpose, and context.

**HSa.MU.Re.7.1** – I will use collaborative research and personally-developed criteria to justify choices made when selecting music, citing musical elements, performance practices, and individual and ensemble purpose and context.

**HSi.MU.Re.7.2** – I will identify and explain how context, musical elements and performance practices inform a response to selected music.

**HSa.MU.Re.7.2** – I will explain and demonstrate how context, musical elements, performance practices, and personal decisions inform a response to selected music.

**HSi.MU.Re.8.1** – I will identify and explain how musical elements and performance practices are used for expressive intent by creators and performers.

**HSa.MU.Re.8.1** – I will justify personal-interpretations of creators' and performers' expressive intent by comparing and synthesizing varied researched sources.

**HSi.MU.Re.9.1** – I will use personally and collaboratively-developed criteria to evaluate musical work.

**HSa.MU.Re.9.1** – I will justify, using personally and collaboratively developed criteria, the evaluation of musical work.

**HSi.MU.Cn.10.1** – I will analyze and characterize how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**HSa.MU.Cn.10.1** – I will evaluate and justify how interest, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**HSi.MU.Cn.11.1** – I will analyze and characterize relationships between music and the other arts, other disciplines, different contexts, and daily life.

**HSa.MU.Cn.11.1** – I will evaluate and justify relationships between music and the other arts, other disciplines, different contexts, and daily life.

**HSi.MU.Cn.11.2** – I will analyze and demonstrate different roles of performance participants in various settings.

**HSa.MU.Cn.11.2** – I will evaluate and demonstrate different roles of performance participants in various settings.