

**Winslow Township School District**  
**Grades 9-12 Jazz Ensemble - Band**  
**Unit 1: Technical Development**

**Overview:** Correct breathing and embouchure formation has an enormous effect on the success of playing a musical instrument. All physical components – body posture, hand position, finger technique, etc. – must be aligned for an instrumentalist to perform at his or her best. The development of technique is a life-long pursuit.

Overview	Standards of Visual and Performing Arts	Unit Focus	Essential Questions
<a href="#"><u>Unit 1</u></a>  Technical Development	<b>1.3B.12acc.Cr3b</b> <b>1.3B.12acc.Re7b</b> <b>1.3C.12prof.Pr4b</b> <b>1.3C.12int.Pr6a</b> <b>1.3C.12adv.Re7b</b> <b>1.3D.12int.Re9a</b>	Students will continue to develop: <ul style="list-style-type: none"> <li>• Proper breath support and body posture appropriate to the instrument.</li> <li>• Play accurately when interpreting rhythms and identifying pitch on music parts.</li> <li>• The fundamentals of effective playing technique, built of patterns common to music such as rhythms, arpeggios, scales, etc.</li> <li>• Methods of examining how meter, tonality, intervals, rhythm, chords and harmonic progressions are organized and manipulated in Jazz</li> </ul>	How does contemporary music challenge musicians and audiences?  What is effective practice technique?  Why are alternate fingerings important to instrumentalist?  What is a phrase and how is it utilized in Jazz compositions?
<b><i>Unit 1: Enduring Understandings</i></b>	Analyze and perform music of Jazz and popular genres.  Analyze and perform music using appropriate expressive elements  Analyze and perform music using appropriate stylistic qualities.		What is the Blues?  How do I Improvise?  What are the elements of improvisation?

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Curriculum Unit 1	Standards		Pacing	
			Days	Unit Days
<b>Unit 1: Technical Development</b>	<b>1.1.12.B.1</b>	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.	7	45
	<b>1.1.12.B.2</b>	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.	6	
	<b>1.3.12.B.1</b>	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.	6	
	<b>1.3.12.B.2</b>	Analyze how the elements of music are manipulated in original or prepared musical scores.	6	
	<b>1.3.12.B.3</b>	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.	8	
	<b>1.4.12.B.2</b>	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.	7	
	Assessment, Re-teach and Extension		5	

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Unit 1 Grade 9-12		
Enduring Understanding	Indicator #	Performance Expectations
Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria	<b>1.3B.12acc.Cr3b</b>	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	<b>1.3B.12acc.Re7b</b>	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>1.3C.12prof.Pr4b</b>	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.
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	<b>1.3C.12int.Pr6a</b>	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	<b>1.3C.12adv.Re7b</b>	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.	<b>1.3D.12int.Re9a</b>	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.

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**Assessment Plan**

- Quarterly Assessment: Performance- Based
- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
- Artists statements
- Rubrics

Alternative Assessments:

- Analyzing primary source documents on the history of band ensemble in various cultures.
- Conduct short research projects on the cultural origins of Jazz ensembles to support analysis, reflection, and research.
- Use technology to create a presentation
- Evaluate informal in- class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

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Resources	Activities
<p>Rubank Advanced Method  <a href="https://www.pbs.org/wgbh/cultureshock/flashpoints/music/jazz.html">https://www.pbs.org/wgbh/cultureshock/flashpoints/music/jazz.html</a>   <a href="https://www.musictheory.net/">https://www.musictheory.net/</a></p> <ul style="list-style-type: none"> <li>• Standard of Excellence Jazz Ensemble Method, Sorenson &amp; Pearson</li> <li>• Berklee Practice Method, Hal Leonard Corp</li> <li>• Advanced Funk Studies, Rick Latham</li> <li>• Jazz Saxophone, Dennis Taylor</li> <li>• How to Play Lead Alto Sax, Ramon Ricker</li> </ul> <p>Pentatonic, Mixolydian Blues            Scales and Modes            Major and Minor Scales</p>	<p>Students will complete:            Lesson 1: in Exploring the Blues. Students will compose their own lyrics. Supply roman numerals for harmonies found in repertoire, considering root, quality &amp; function.</p> <ul style="list-style-type: none"> <li>• Examine how aspects of: meter</li> <li>• rhythm</li> <li>• tonality</li> <li>• intervals</li> <li>• chords</li> <li>• harmonic progressions</li> </ul> <p>and how they are organized and manipulated to establish unity and variety in Jazz compositions.</p> <p>Transcribe a Jazz Lick and Line</p>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

**9.2.12.CAP.3** Investigate how continuing education contributes to one's career and personal growth.

**9.2.12.CAP.10** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Modifications for Special Education/504**

*Students with special needs:* The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Art Curriculum.

- Small group instruction
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening  Speaking  Reading
  - Writing  Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in Jazz Ensemble studies in student's home country
- Use sentence/paragraph frames to assist with writing reports.
- Work with a partner to develop written reports and journal entries.
- Provide extended time for written responses and reports.
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

**Modifications for Gifted Students**

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Raise levels of intellectual demands
- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions
- Critical and creative thinking activities that provide an emphasis on research and in-depth study
- Enrichment Activities/Project-Based Learning/ Independent Study

Additional Strategies may be located at the links:

- ❖ [Gifted Programming Standards](#)
- ❖ [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- ❖ [REVISED Bloom's Taxonomy Action Verbs](#)

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**Interdisciplinary Connections**

**Interdisciplinary Connections: ELA**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Integration of Computer Science and Design Thinking NJSLS 12**

**8.1.12.DA.1:** Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**8.1.12.AP.4:** Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.