

Winslow Township School District
Grades 9-12 Jazz Ensemble - Band
Unit 2: Repertoire

Overview: The repertoire of music is divided into genres and historical periods. A musician must alter his or her performance based on the genre and historical context of a piece of music. The tonality of a piece of music influences its mood and style.

Overview	Standards of Visual and Performing Arts	Unit Focus	Essential Questions
<p><u>Unit 2</u> Repertoire</p>	<p>1.3B.12acc.Cr3b 1.3B.12acc.Re7b 1.3C.12prof.Pr4b 1.3C.12int.Pr6a 1.3C.12adv.Re7b 1.3D.12int.Re9a</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform and/or listen to music at his or her level from at least the following periods of Jazz music: • Early vocal Blues • Instrumental Blues • Dixieland • Swing • Bebop • Latin Jazz • Cool • Jazz Fusion <p>Perform and/or listen to music at his or her level from at least some the following genres of music:</p> <ul style="list-style-type: none"> • R&B • Rock • Pop • Hip Hop <p>Apply appropriate performance practice to studied selections.</p> <ul style="list-style-type: none"> • Accompany other • Jazz/Pop/R&B/Rock/Hip-hop instrumentalists, solo singers, and choral ensembles with appropriate technical execution. 	<p>What characteristics of a musical work define its era of music?</p> <p>Is all music Pop music?</p> <p>Why must a performer learn music from many genres and historical periods?</p> <p>What types of musical compositions outside of the standard instrumental repertoire should students become familiar with?</p>

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<i>Unit 2: Enduring Understandings</i>	Listen to musical selections by a variety of composers to discern use of the elements of music that are specific to each composer (e.g.) <ul style="list-style-type: none">• Duke Ellington• Count Basie• Miles Davis• Charlie Parker• Thelonious Monk• Burt Bacharach• Holland-Dozier-Holland• Stevie Wonder• Teddy Riley• Timberland	
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Curriculum Unit 2	Standards		Pacing	
			Days	Unit Days
Unit 2: Repertoire	1.3C.12prof.Pr4b	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.	6	45
	1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	7	
	1.3B.12acc.Re7b	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.	6	
	1.3D.12int.Re9a	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.	6	
	1.3B.12acc.Cr3b	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.	7	
	1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.	8	
		Assessment, Re-teach and Extension	5	

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Unit 2 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	1.3B.12acc.Cr3b	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.	1.3B.12acc.Re7b	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.	1.3C.12prof.Pr4b	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.	1.3C.12int.Pr6a	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.	1.3C.12adv.Re7b	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.	1.3D.12int.Re9a	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.

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Unit 2 Grade 9-12

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>Introduction to Jazz Music History https://www.liveabout.com/an-introduction-to-jazz-music-2039582</p> <p>An Outline History of Jazz “The Jazz Story”. Dan Morgenstern. https://gato-docs.its.txstate.edu/jcr:9041f712-ac76-4aff-8a5b-a6284fadeaae/The%20Jazz%20Story%20-%20Morgenstern.pdf</p> <p>“Jazz” Ken Burns https://www.youtube.com/playlist?list=PL8nWk1c_zB5QnbAzsNkQJaJ3EWOVerIE1</p> <p>The Real Book, Vol 1, C, Bb, & Eb editions, Hal Leonard Corp.</p>	<p>Students will select two contrasting pieces appropriate for college music department auditions from different composers/genres that they have not worked on before to prepare for recital or concert performance.</p> <p>Students will work with a piano student, who will provide accompaniment on two contrasting pieces appropriate for college music department auditions in recital or concert performance.</p> <p>Students will perform 3 or 4 selections in the Jazz genre.</p> <p>Students will review pieces from past years to develop repertoire for a recital.</p>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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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.