

SUBJECT AREA – VISUAL & PERFORMING ARTS

COURSE TITLE: JAZZ ENSEMBLE

CBEDS ASSIGNMENT  
CODE: 2317

COURSE CODE: V0933p

GRADE LEVEL: 9-12

COURSE LENGTH: One Year

PREREQUISITE: Audition and/or instructor approval

CREDIT: 10 credits

UC/CSU CREDIT: Meets Visual and Performing Arts requirement, “f”

GRADUATION  
REQUIREMENT: Fulfills 10 units of World Language/Visual and Performing Arts/Career-Technical Ed. graduation requirements

STANDARDS AND  
BENCHMARKS: VAPA/Music: 1.1, 2.1, 2.8, 2.10, 2.12, 3.2, 3.4, 3.8, 3.9, 3.11, 3.12, 4.1-4.3, 4.5, 4.6, 5.1, 5.2, 5.4

**SUBJECT AREA – VISUAL & PERFORMING ARTS**

**COURSE DESCRIPTION:**

Jazz Ensemble is a selective and specialized course designed to offer the qualified instrumentalist. Students have the opportunity to study and perform a variety of jazz styles. Emphasis is upon learning improvisation, as well as advanced music reading. This group is involved in several performances throughout the community. The preparation process is the important component of the program, in that the performance of each student in the instrumental class is critically important to, and affects the performance of, every other student in the class.

**COURSE GOALS:**

Upon completion of the course, student will:

1. Obtain a high quality musical experience.
2. Gain exposure to and/or performance of music of various styles, genres, eras, and cultures.
3. Participate in daily practice of cooperative, collaborative social/musical interaction.
4. Prepare for various performances.
5. Improve the entire group in terms of individual performance level.

**INSTRUCTIONAL MATERIALS:**

Appropriate repertoire for Jazz Ensemble students

**TEACHER RESOURCES:**

Audio recording playback, music library, instruments necessary to conduct class, rehearsals, and performances.

Acalanes Union High School District  
 Course Content and Performance Objectives  
**JAZZ ENSEMBLE**

CAHSEE Standards & Benchmarks Standards Based Test (CST) Assessment Timeline

<p><b>1.0 STUDENT LISTENS TO, ANALYZES, AND DESCRIBES MUSIC USING MUSIC TERMINOLOGY.</b></p> <p>1.1 Analyzes aural examples of a varied repertoire of music, representing diverse genres, styles and cultures by describing the use of elements of music and expressive devices.</p>	<p>N/A</p>	<p>1.0</p> <p>1.1</p>	<p>N/A</p>	<p>Personal Communication</p>	<p>10% of class time</p>
<p><b>2.0 STUDENT DEVELOPS INSTRUMENTAL AND VOCAL MUSIC SKILLS IN ORDER TO PERFORM A VARIED REPERTOIRE OF MUSIC; COMPOSES, ARRANGES AND IMPROVISED MELODIES, VARIATIONS, AND ACCOMPANIMENTS USING DIGITAL/ELECTRONIC TECHNOLOGY WHEN APPROPRIATE.</b></p> <p>2.1 Performs with expression, technical accuracy, tone quality, and articulates a repertoire of vocal literature representing various genres, styles and cultures, alone and in ensembles. (Level of difficulty: 3, scale of 1-6)</p> <p>2.2 Improvises rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.</p>	<p>N/A</p>	<p>2.0</p> <p>2.1</p> <p>2.8</p>	<p>N/A</p>	<p>Performance assessment</p> <p>Performance assessment</p>	<p>55% of class time</p>

Acalanes Union High School District  
 Course Content and Performance Objectives  
**JAZZ ENSEMBLE**

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
2.3 Improvises original melodies over given chord progressions.		2.9		Performance assessment	
2.4 Performs with expression, technical accuracy, tone quality, and articulates, a repertoire of literature representing various genres, styles and cultures, written and from memory, alone and in ensembles. (Level of difficulty: 4, scale of 1 – 6)		2.10		Performance assessment	
2.5 Performs with expression, technical accuracy, tone quality, and articulates a repertoire of literature representing various genres, styles and cultures, written and from memory, alone and in ensembles. (Level of difficulty: 3, scale of 1-6)		2.12		Performance Assessment	
<b>3.0 STUDENT ANALYZES THE HISTORICAL AND CULTURAL SIGNIFICANCE OF STYLES OF MUSIC THROUGHOUT THE WORLD.</b>	N/A	3.0	N/A		10% of class time
3.1 Identifies and explains the various roles that musicians perform, cites representative individuals who have functioned in each role, and explains their active activities and achievements.		3.2		Personal Communication	
3.2 Performs music from various cultures and time periods.		3.4		Personal Communication	

Acalanes Union High School District  
 Course Content and Performance Objectives  
**JAZZ ENSEMBLE**

CAHSEE Standards & Benchmarks Standards Based Test (CST) Assessment Timeline

3.3	Compares and contrasts the social function of a variety of music forms in various cultures and time periods.		3.8		Personal communication	
3.4	Performs music from a variety of cultures and historical periods.		3.9		Performance assessment	
3.5	Compares and contrasts music styles in various genres.		3.11		Personal Communication	
3.6	Analyzes the stylistic features of a given musical work that defines its aesthetic tradition and its historical or cultural context.		3.12		Personal communication	
<b>4.0</b>	<b>STUDENT CRITICALLY ASSESSES AND DERIVES MEANING FROM WORKS OF MUSIC AND THE PERFORMANCE OF MUSICIANS BASED ON THE ELEMENTS OF MUSIC, AESTHETIC QUALITIES AND HUMAN RESPONSES.</b>	N/A	4.0	N/A		20% of class time
4.1	Develops specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions and arrangements.		4.1		Personal communication Performance assessment	

Acalanes Union High School District  
 Course Content and Performance Objectives  
**JAZZ ENSEMBLE**

		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
4.2	Develops specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions and arrangements and improvisations and applies that criteria in personal music participations.		4.2		Performance assessment	
4.3	Evaluates a performance, composition, arrangement or improvisation by comparing it to exemplary models.		4.3		Constructed response	
4.4	Describes the means used to create images or evoke feelings and emotions in musical works from various cultures.		4.5		Personal communication	
4.5	Evaluates a specific musical work in terms of its aesthetic qualities.		4.6		Personal communication	
<b>5.0</b>	<b>STUDENT APPLIES WHAT HE/SHE LEARNS IN MUSIC ACROSS SUBJECT AREAS; DEVELOPS COMPETENCIES AND CREATIVE SKILLS IN PROBLEM SOLVING, COMMUNICATION, MANAGEMENT SKILLS AND USE OF TIME AND RESOURCES; LEARNS ABOUT CAREERS IN AND RELATED TO MUSIC.</b>	N/A	5.0	N/A		5% of class time
5.1	Analyzes the role and function of music in media, philosophy, culture, and other disciplines.		5.1		Personal communication	

Acalanes Union High School District  
 Course Content and Performance Objectives  
**JAZZ ENSEMBLE**

CAHSEE      Standards & Benchmarks      Standards Based Test (CST)      Assessment      Timeline

5.2	Describes career options in music.		5.2		Personal communication	
5.3	Identifies and explains the various factors involved in pursuing musical careers.		5.4		Personal communication	

Acalanes Union High School District  
Course Content and Performance Objectives  
**JAZZ ENSEMBLE**

**TEACHING STRATEGIES AND PROCEDURES**

- Instructor-directed rehearsal
- Guest speaker
- Group worker
- Individual practice
- Modeling through lecture
- Performance

**GRADING GUIDELINES**

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.