

# Blackhawk School District

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## CURRICULUM

<b>Course Title:</b>	<b>Jazz Band</b>
<b>Grade Level(s):</b>	<b>Grades 8-12</b>
<b>Periods Per Week:</b>	<b>Weekly</b>
<b>Length of Class:</b>	<b>90 minutes</b>
<b>Faculty Author(s):</b>	<b>Music Faculty: Lisa Thomas-Wright, Krsten Neeley, Jayne McDonald, George Hoydich, Bob Barthen, Maura Underwood</b>
<b>Date:</b>	<b>February 2009; Revised May '09</b>

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### **MUSIC DEPARTMENT MISSION:**

**Blackhawk School District will support development of all students' musical awareness, enjoyment, confidence and expression through educational and enrichment opportunities. We are dedicated to providing an excellent music education through a sequential program of study, performing ensembles and concerts that foster excellent musicianship and a lifelong appreciation for music.**

### **COURSE DESCRIPTION:**

**Jazz Band is an after-school elective which meets one day per week incorporating the many concepts of jazz music and playing. Students will continue to develop musicianship, appreciation and techniques through performance of quality jazz literature and repertoire and to continue development of ensemble playing and individual technical abilities. Students will participate at various community events and four school concerts. These performances are not part of the student's grade.**

*The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.*

OBJECTIVES (PA standard)	RESOURCES
<p><b>9.1 A Rhythm</b>            Demonstrate whole, half, quarter, eighth, triplets and sixteenth notes; whole, half, quarter, eighth, and sixteenth rests; duple and triple meter; combination rhythms; syncopation; dotted rhythms</p> <p><b>9.1 A Pitch</b>            Demonstrate ability to correspond written notation with specific instrument technique</p> <p><b>9.1 A Timbre</b>            Identify timbre in the context of an ensemble</p> <p><b>9.1 A &amp; B Composition and Improvisation</b>            Create and perform rhythmic melodic improvisations based on the literature</p> <p><b>9.1 Form</b>            Identify and demonstrate the form within instrumental literature</p> <p><b>9.2 A.-G, J-K and 9.1.A, D, F Historical and Cultural Context</b>            Perform music representing diverse genres, cultures, and historical periods</p> <p><b>9.1 Notation</b>            Recognize, perform, and notate rhythmically and melodically in duple and triple meter; half, quarter, eighth, sixteenth, and triplet notes, whole and dotted half notes; half, quarter, eighth rests; combination rhythms in duple and triple meter</p> <p><b>9.1G Rehearsal, Performance, Practice Etiquette</b>            Understand and apply the function and expectations of rehearsals, performances and individual practice</p> <p><b>9.1 C Vocabulary</b>            Understand and apply music terminology found within literature</p>	<p>Various jazz band literature and repertoire</p>

**9.1.H Safety and Equipment**

demonstrate proper use and care of instruments and materials

**9.1 J.&K Technology**

Incorporate technology as appropriate to the curriculum including SMART music, metronomes, and tuners

**9.3 A., B, & E., 9.1.F Critical Response**

Critically respond to composer, music, and performances as appropriate(compare, contrast, evaluate, analyze, and interpret)

**9.4 B & C Aesthetic Response**

Describe the intrinsic effects that literature has on one's own performance individually and within an ensemble`