

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Jazz Band, Middle School**

**Date: February 2004**

**Proposed Grade Level: 6, 7, 8**

**Grading: A – F**

**Prerequisites: Jazz Band students must be concurrently enrolled in concert band or orchestra or admitted by audition at teacher's discretion**

**BRIEF COURSE DESCRIPTION:**

The middle school band program is designed to provide opportunities for students to learn to play instruments in a group setting and to lead a student to acquire the skills needed for satisfactory individual performance. This course offers playing experiences through which students will achieve a high level of proficiency in the fundamentals of musicianship and technique on their instruments. One of the goals of this course is to prepare students to play in the high school program. Students are required to attend the scheduled public performances. They will perform music at levels 3 and 4.

**GENERAL GOALS/PURPOSES:**

(From the Four Cornerstones of the Visual & Performance Art Model Curriculum Standards, California State Department of Education, 1985.)

Students will:

- Demonstrate an understanding of the communicative potential of the arts – from the expression of universal concepts through the development of artistic styles in Western and non-Western traditions and will use the arts to reinforce concepts and ideas in other subject areas.
- Demonstrate insights into the roles of the arts in understanding themselves and in reflecting the ideas and values of individuals as well as diverse culture.
- Demonstrate an understanding of the artistic contributions of various ethnic groups to American cultures.
- Demonstrate enhanced kinesthetic, aural, tactile, and visual sensibilities and an understanding of the necessary skills for artistic processes.
- Demonstrate insight into the unique ability of the arts to communicate and elicit response and will engage in higher order thinking skills.
- Engage in creative activities that help them achieve personal insight, emotional satisfaction, and spiritual nourishment.
- Demonstrate an appreciation of their own efforts to think imaginatively and will engage in activities directed toward the refinement and mastery of artistic skills and performance/production techniques.
- Engage in activities which promote their understanding of the arts for lifelong involvement including the potential for careers.

## **STUDENT READING COMPONENT:**

- Students will read excerpts from various Band/Instrumental techniques, historical periods, and composers of different styles of music.
- Students will also explore and analyze different composers' intent with various works.

## **STUDENT WRITING COMPONENT:**

Students will be required to attend one live performance or concert and write an essay critiquing the concert, comparing and contrasting the actual performance with the technique they are learning in class.

## **STUDENT ORAL COMPONENT:**

Regular in-class discussions will be conducted in order to assess the student's understanding of new concepts that have been introduced. Progress in instrumental technique will be periodically evaluated while students play together in ensembles.

## **DETAILED UNITS OF INSTRUCTION:**

### **Unit I – Orientation**

- A. Classroom Rules and Grading Policy - Students will understand general classroom procedures, processes, and grading standards.
- B. Course of Study, Performance Dates – Students will understand the course processes and performance requirements.
- C. Obtaining Equipment and Materials - Students will understand equipment and material check-out procedures and responsibilities. If student chooses to rent equipment, sources will be recommended.
- D. Care of Equipment and Materials –
  - Students will learn appropriate use, function, and care of equipment and materials.
  - Students will develop respect for equipment and materials.
- E. Teacher/Student Goals and Expectations - Students will understand and participate in the setting of personal goals. They will also understand the teacher's expectations.
- F. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

responsibility  
cleanliness  
rehearsal  
polish  
performance  
oil

respect  
pride  
practice  
maintenance  
goal setting  
ownership

### **Unit II - Posture And Position Of Equipment**

- A. Importance of Posture for Breathing/Sticking –
  - The student will maintain an upright body position while playing.
  - The student will demonstrate ability to take a deep breath while playing and maintaining proper body position.
- B. Proper Hand Placement and Position - Students will demonstrate proper head, arm, hand, finger, and foot position while playing.
- C. Importance of Proper Sitting/Standing Position - Students will understand the relationship between breathing or sticking and proper sitting/standing position.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

posture  
grip  
breathing

position  
balance  
sticking

### **Unit III – Assembly and Care of Equipment**

- A. Sequence of Steps to Put Instrument Together - Students will demonstrate proper sequence of putting his/her instrument together.
- B. Care of Reeds, Mouthpieces, Mallets - Students will demonstrate proper care of reeds, mouthpieces, and mallets.
- C. Care of Slides, Valves, Snare/Head Tension - Students will describe the process of caring for slides, valves, and snare/head tension.
- D. Cleaning of Equipment - Students will describe the method of cleaning required by the instrument he/she plays.
- E. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

sequence	mouthpiece sizes
assembly	reed strengths
adjustment	stick/mallet sizes
polish	oil

### **Unit IV – Tone Production**

- A. Relationship of Breathing and Posture to Tone Production
- Students will understand how good breath support contributes to good tone production.
  - Students will understand how good posture contributes to good breath support.
- B. Development of the Embouchure/Hand Muscles –
- Students will demonstrate exercises used to develop the muscles needed in playing the instrument.
  - Students will understand that the development of muscles is a slow, constant process which requires him/her to practice.
- C. Exposure to the Sound of Characteristic Tone –
- Students will listen to the sound of his/her instrument either through recordings or live demonstrations.
  - Students will play a characteristic tone within the limits of his/her embouchure developmental stage.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

tone	breath support	crescendo
posture	embouchure	diminuendo
characteristic	sharp/flat	

### **Unit V – Music Reading/Music Theory**

- A. Relationship of Note Symbols to Time
- Students will demonstrate an understanding of the time relationship between whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and triplet figures.
  - Students will learn to read and play complex dotted and syncopated rhythms.
- B. Relationship of Other Musical Symbols to Meaning – Students will identify meanings of dynamic markings, key signatures, time signatures, repeat signs, and any other symbols used in music.
- C. Review of Note Names, Foreign Words, and Phrases – Students will translate note symbols for pitch names and Italian musical terms used in music.
- D. Study of Scales – Students will perform scales in 12 major and 12 minor keys commensurate with their ability and experience.
- E. Care of Sheet Music and Method Books – Students will demonstrate proper use of a music folder or slot location for their music.

- F. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

beat	piano/forte	key signature
time	time signature	presto
symbol	repeat sign	allegro
whole note	pitch names	moderato
half note	tempo	andante
quarter note	responsibility	lento
eighth note	D.C./D.S.	adagio
sixteenth notes	major scales	largo
dynamics	bar line	grave
flat	measure	pianissimo
sharp	breath mark	fortissimo
natural	fermata	phrasing
double sharp/flat	double bar	chord structure
treble clef	staff	major scale
bass clef	arpeggios	minor scale
ledger lines	triplets	swing
funk	rock	be-bop

### **Unit VI – Review Of Fingering/Sticking Technique**

- A. Development of Facility Through Exercise – Students will perform exercises designed to profile growth in range and facility within the limits of their development.
- B. Checking of Posture/Position – Students will demonstrate an understanding of the role proper playing position has in development of range facility.
- C. Review of the Fingering Chart/Table of Rudiments – Students will interpret the standard fingering chart or Table of Rudiments found in their method book.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

practice	repetition
technique	position
fingering chart	alternate slide positions
rudiments	alternate fingerings
trills	etude

### **Unit VII – Articulation**

- A. Relationship of Posture and Embouchure Position to Tonguing – Students will understand the role of posture and embouchure position to proper tonguing technique.
- B. Review of Articulation Symbols
- Students will identify the meanings of symbols used for different types of articulation and be able to perform them.
  - Students will demonstrate the different types of articulation using appropriate tonguing techniques. Brass players will be introduced to double tonguing at this level.
- C. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

tonguing	double tonguing (brass)
embouchure	staccato
legato	marcato
placement	slur
tie	accent

## **Unit VIII – Ensemble Playing**

- A. Relationship of Individual Sound to Group Sound –
- Students will explain and demonstrate proper blend.
  - Students will understand some aspects of ensemble balance when the music calls for everyone to play at the same time.
  - Students will perform levels 3 and 4 music.
- B. Review of Conducting
- Students will understand the role of the conductor in regard to keeping the ensemble together.
  - Students will follow the signals of the conductor when he/she changes speed or volume.
- C. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- |            |               |
|------------|---------------|
| blend      | tone          |
| ensemble   | balance       |
| listening  | ear training  |
| sharp/flat | chords        |
| conductor  | ictus         |
| releases   | beat patterns |
| roles      | response      |
| melody     | harmony       |
| phrasing   | musicianship  |

## **Unit IX – Musical Heritage**

- A. Exposure to the Development of Modern Notation – Students will understand some of the history of musical notation and its evolution as an international code.
- B. Exposure of Music of Other Cultures – Students will play music from other cultures and understand some of the history of its development.
- C. Understanding the History of Their Instrument
- Students will understand the origin and development of their instruments.
  - Students will demonstrate knowledge about two great performers on their instrument.
- D. Exploring the Various Roles of Music in History – Students will understand the role of music in celebrations, ceremonies, dance, national conflict and war, story telling, identification with a theme, product or mood.
- E. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- |                |             |
|----------------|-------------|
| notation       | development |
| styles         | composers   |
| roles of music |             |

## **Unit X – Aesthetic Valuing**

- A. Exposure to a Variety of Musical Textures, Styles, Periods and Composer – Students will listen to or play a variety of musical textures, styles, periods and composers.
- B. Development of Critical Evaluation Abilities –
- Students will critically evaluate their own performance.
  - Students will critically evaluate the performance of their fellow students, individually, or as a group.
  - Students will attend a concert of a group other than their own group and critically evaluate the performance using musical terms.
- C. Encouragement to Justify Value Judgments when Exposed to Various Types of Music – Students will form and defend value judgments of various types of music.
- D. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

texture  
evaluation  
expression  
harmony

musical periods  
technique  
melody  
ensemble playing

**LAB FEE, IF REQUIRED:** None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

- 1.0 Artistic Perception - Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to Music  
Units II, IV, VI, VIII, XI
- 2.0 Creative Expressing - Creating, Performing and Participating in Music  
Units IV, VI, VII, IX, X, XII
- 3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music  
Unit V, VIII
- 4.0 Aesthetic Valuing - Responding to, Analyzing and Making Judgments About Works of Music  
Units I, V
- 5.0 Connections, Relationships, Applications - Connecting and Applying what is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers  
Unit V, VIII

**DISTRICT ESLRs TO BE ADDRESSED:**

Students will be:

- **Self-directed Learners** – Students will use techniques learned in class to analyze and solve a variety of musical problems presented to them in class.
- **Effective Communicators** – As students learn performance skills, they will gain confidence that will help them be more self assured and professional in other areas of their lives.
- **Quality Producers/Performers** - Students will develop an appreciation for the discipline required by the performing arts, thereby enhancing their work ethic and study skills.
- **Collaborative Workers** – Students will learn that they need to work together to produce a blended, musical tone, and that, while individual knowledge and effort is required, listening to their classmates is of the utmost importance.
- **Constructive Thinkers** – Students will analyze their own performances and solve tone production problems, using techniques that they learn as the course progresses.
- **Responsible Citizens** – Students will demonstrate that their individual effort is essential to the group product.