

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Jazz Band**

**Date:** February 2004

**Subject Area:** Visual & Performing Arts

**Proposed Grade Level(s):** 9-12

**Course Length:** 1 Year

**Grading:** A – F

**Number of Credits:** 5/Semester

**Prerequisites:** Anyone enrolled in '0' period music classes must be either enrolled in concert band or have completed 2 years of concert band or orchestra at the high school level or at Director's discretion.

**BRIEF COURSE DESCRIPTION:**

The High School Jazz Band is designed to provide opportunities for students to play instruments in a group setting and to lead a student to acquire the skills needed for advanced individual performance. This course offers Students playing experiences through which he/she may achieve a high level of proficiency in the fundamentals of musicianship and technique on his/her instrument. Students will perform level 4 and 5 music.

**GENERAL GOALS/PURPOSES:**

(From the Four Cornerstones of the Visual and 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/Instrument technique, historical periods, and composers of different styles of music. Students will also explore and analyze the composers' intents with various works.

## **STUDENT WRITING COMPONENT:**

Students will be required to write an essay critiquing concerts, composers, music works, etc. They will also do a comparative essay reflecting past performances.

## **STUDENT ORAL COMPONENT:**

Regular in-class discussions will be conducted in order to assess student's understanding of new concepts that have been introduced.

## **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.
  - The jazz band will perform in concerts and festivals throughout the year.
- C. Obtaining Equipment and Materials - Students will understand equipment and material check-out procedures and responsibilities. If students choose 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 | practice      | polish      |
| rehearsal      | goal setting  | oil         |
| performance    | concert dress | pride       |
| respect        | cleanliness   | maintenance |
|                |               | ownership   |

### **Unit II - Posture and Position of Equipment**

- A. Importance of Posture for Breathing/Sticking –
- Students will maintain an upright body position while playing in either a seated or marching environment.
  - Students 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 works/terms by using them in written and/or oral communication.
- |                |          |
|----------------|----------|
| posture        | position |
| grip           | balance  |
| breathing      | sticking |
| marching terms |          |

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

- A. Sequence of Steps to Put Instrument Together - Students will demonstrate proper sequence of putting their instruments together.
- B. Care of Reeds, Mouthpieces, Mallets, Uniforms - Students will demonstrate proper care of reeds, mouthpieces, mallets, and uniforms.
- 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 they play.
- 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 | reed strengths     |
| assembly   | polish           | stick/mallet sizes |
| adjustment | uniformity       | 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; 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; understand that the development of muscles is a slow, constant process which requires them to practice.
- C. Exposure to the Sound of Characteristic Tone –
- Students will listen to the sound of their instruments either through recordings or live demonstrations.
  - Students will play a characteristic tone within the limits of their 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     | characteristic | embouchure     |
| posture  | evaluation     | listening      |
| style    | sharp/flat     | breath support |
| lip slur |                |                |

### **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.
- 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 their music.
- C. Review of Note Names, Foreign Words, and Phrases – Students will translate note symbols for pitch names and Italian musical terms used in their music.
- D. Study of Scales and the Structure of Chords –
- Students will perform scales in major and minor keys commensurate with their ability and experience.
  - Students will understand the structure of chords and their function within a musical phrase.
- E. Development of Ability to Memorize – Students will learn a method for memorizing music to be used on the marching field.
- F. Care of Sheet music and Method Books – Students will demonstrate proper use of a music folder or slot location for their music.
- G. 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 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 facility.
- C. Review of the Fingering Chart/Table of Rudiments – Students will interpret the stand-fingering chart of Table of Rudiments found in their method books.
- 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
finger chart	alternate slide positions
alternate fingerings	rudiments
trills	cadences

### **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	legato	placement
triple tonguing	slur	tie
staccato	double tonguing	accent
marcato	embouchure	

### **Unit VIII – Ensemble Playing**

- A. Relationship of Individual Sound to Group Sound –
  - Students will explain and demonstrate proper blend

- Students will understand most aspects of ensemble balance when the music calls for everyone to play at the same time.
- 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 or student leader 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      | harmony      | chords        |
| ensemble   | ictus        | roles         |
| listening  | phrasing     | melody        |
| sharp/flat | tone         | conductor     |
| releases   | balance      | beat patterns |
| response   | ear training | 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 Environment –
- Students will understand the origin and development of their instruments.
  - Students will demonstrate knowledge about two great performers on their instruments.
- 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   |
| performers |             |

### **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 performances.
  - Students will critically evaluate the performance of their fellow students, individually, or as a group.
  - Students will attend performances of groups 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    | musical periods  |
| evaluation | technique        |
| expression | melody           |
| harmony    | ensemble playing |

**THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:**

Writing, Reading, Language Arts, and Math

**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:**

- **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.