



# STAFFORD COUNTY PUBLIC SCHOOLS

## Curriculum Overview High School Band – Jazz Band

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### **Course Description:**

High School Jazz Band is an advanced-level course with emphasis on performance techniques unique to jazz music and the history of jazz through the study of traditional and contemporary works of jazz music. Students participate in Virginia Band and Orchestra Directors Association (VBODA) sponsored events such as All-District Band auditions, Solo & Ensemble Festival and District Jazz Festival. Concerts of traditional and contemporary works from the jazz band repertoire will be prepared and performed. Some emphasis will be given to music theory as it relates to improvisation. Students will be involved in solo work and small ensembles. This class is based on the traditional size of a jazz band, or "Big Band," and is limited in size to the instrumentation needs of the group. Private lessons, while not required, are very strongly encouraged for members of this ensemble.

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**Essential Skills/Processes:** Students will—

### **Technique**

- Demonstrate proper posture and playing position while standing or sitting
- Demonstrate, using proper breath support and embouchure, a characteristic tone for the instrument
- Demonstrate musicianship and interpretation of jazz music through performance of grade appropriate literature
- Demonstrate advanced concepts of articulation: attacks and release, slurs, ties, staccato, marcato, legato, and combinations
- Demonstrate expanded technical proficiency; attention to techniques idiomatic to jazz performance
- Demonstrate use of alternate fingerings and embellishments

### **Music Theory**

- Perform music involving meter and tempo changes, complex meters, improvisatory and aleatoric elements
- Recognize advanced rhythmic patterns through 32nd note values and nontraditional notation
- Recognize Time Signatures simple and compound meters, changing meters
- Perform major and minor scales in the practical range of the instrument in a variety of articulations and tempos
- Play Chromatic scale in varied articulations through the full practical range of the instrument
- Recognize major and minor key signatures and perform music with multiple key changes
- Sightread medium to difficult levels of music
- Percussion Demonstrate proper trap technique and understanding of various jazz rhythm styles
- Recognize and identify, both visually and aurally, major, minor, augmented, diminished and perfect intervals, chords and triads

- Develop improvisational skills

### **Ensemble Skills**

- Recognize and respond to conducting patterns of simple/compound meters and changing meters as per level of difficulty of music
- Recognize and respond to advanced expressive elements, both written and implied in the music and given by the conductor
- Demonstrate an awareness of tonal center as it applies to individual and group intonation and harmonic function
- Demonstrate an awareness of ensemble timbre, contrast, balance and blend
- Demonstrate an awareness of musical terminology necessary for performance of dynamics, tempo, style and phrasing
- Recognize use of compositional devices: sequence, imitation, diminution, inversion, augmentation, retrograde
- Demonstrate an understanding of proper rehearsal technique and etiquette
- Demonstrate an understanding of stage presence and decorum

### **Music Literature**

- Perform music of grade appropriate literature
- Perform in the style of the various historical eras in jazz
- Explore the various periods in jazz history to include: Dixieland, swing, big band, blues, bebop, fusion and contemporary jazz
- Perform a wide variety of styles from various world cultures
- Demonstrate an awareness of timbre, contrast, blend, balance, etc. in performance of jazz literature

### **Listening/Musical Analysis**

- Listen and analyze a wide variety of historical examples from different artists, periods and styles
- Recognize and identify several jazz styles relative to historic jazz eras
- Demonstrate critical musical judgment in evaluating the performance of self and others
- Identify tonal centers

### **Technology**

- Exploration of available music technology through the use of varied media
- Explore and observe available computer technology in the field of music
- Analysis of performance through the use of recording and listening to performances

### **Essential Knowledge:** Students will—

- Understand the role of music in our society
- Appreciate different cultures and customs
- Encourage creative experimentation
- Foster a spirit of cooperation
- Appreciate the work/study ethic
- Acquire stage presence and decorum
- Share the talents of others
- Expand career awareness

**Resources:**

**Curriculum Connections:**

**Career Preparations:** Professional musician, performer, teacher, composer, arranger, musicologist, music industry, instrument repair, production engineering, music technology

**Language Arts:** Reinforcement of vocabulary, grammar, and verbal communications skills.

**Fine Arts:** Coordinate music, drama, dance and visual art; correlation of music and art.

**World Language:** Musical terminology in Italian, German, French, Spanish, and Latin.

**Health and Physical Education:** Instrumental music requires conditioning and coordination.

**Mathematics:** Analyzing rhythmic values requires working with numbers and fractions; Intervals and musical forms require use of formulas.

**Science:** Physics of acoustics, properties of sound and sound dispersion.

**Social Studies:** Music history as it relates to general historical events; History and culture of music literature being performed.

Stafford County Public Schools:

<https://www.staffordschools.net/>

VA Standards of Learning:

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/fine\\_arts/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml)

School Report Card (VA Department of Education):

<http://schoolquality.virginia.gov/>