



CROCUS PLAINS REGIONAL SECONDARY SCHOOL

COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: Vocal Jazz (Maroon Jive) 10S, 20S, 30S, & 40S, 2025/26

Teachers: **Mr. Clint McLachlan**

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Course Description:

Vocal Jazz is a full-year course for each grade level, at one credit per year.

The goal of participation in the Crocus Plains Vocal Jazz ensemble (**Maroon Jive**) is for students to develop and refine both their music making and interpretive skills through learning and performing a variety of styles of vocal music within the jazz, a cappella, and popular genres. This is achieved with a focus on the enhancement and development of: appropriate vocal technique(s), solo and ensemble vocal sound production, knowledge of music elements, solo and ensemble performance skills, style-specific vocal abilities, and microphone technique.

Classes and rehearsals take place in a positive learning environment in which students are encouraged to take risks, express themselves as musicians, and to explore, sing and perform vocal jazz, a cappella, and popular repertoire as a member of an advanced ensemble.

Text/Other Resources: **CP Sings! numbered binder with music (supplied) and pencil mandatory; positive attitude and water bottle *strongly* recommended.**

Schedule: **Tuesday and Thursday in Slot 7 (3:35 – 4:45)**

Please Note:

- Enrolment in Concert Choir is required for participation in Vocal Jazz.
- Vocal Jazz is a *full-year* course for each grade level, at one credit per year.
- Students may be asked to audition for the ensembles.
- Vocal Jazz performances take place throughout the year, both during and outside of the regular school day. **Students are expected to make arrangements to ensure their presence at all performances and learning opportunities.**

Units of Study

In Vocal Jazz 4 curricular units: **Creating** (Class-based / Rehearsal / Skill Development), **Making** (Performance-based / Production / Representation), **Connecting** (music as it connected to times, places, social groups, and cultures), and **Responding** (critical reflection) are all interwoven throughout the school year (see below). Students' skills are scaffolded upon through the program in each unit, in a *recursive* curriculum.

Grades 9-12 recursive music learnings are recombined, elaborated upon, and transformed across novel and varied contexts so that learning becomes more sophisticated, more complex, deeper, and broader with time and new experiences.
(Gr. 9-12 Music: MB Curriculum Framework)

NB: Enrolment in Concert Choir is required for participation in other CP vocal ensembles, including Chamber Choir and Vocal Jazz.

| Unit Title | Learning Outcomes | Assessment Plan | Proposed Time |
|---|--|---|---------------|
| Making (M) <ul style="list-style-type: none"> • Rehearsal Practices • Sight Singing • Vocal Technique • Music Theory • Diction • Languages | <p>M–M1 The learner develops competencies for using tools and techniques to produce and represent sound and music in a variety of contexts.</p> <p>M–M2 The learner develops listening competencies for making music.</p> <p>M–M3 The learner develops competencies for using elements of music in a variety of contexts.</p> | <p><u>Formative Assessment:</u> Assessment is ongoing and is meant to enhance the creative endeavor and give students the opportunity to refine their skills and work. Assessment may include observation, checklists, student conferencing, and ongoing feedback.</p> <p><u>Summative Assessment:</u> Assessment opportunities include: Concerts/ Performances Rehearsal practices Written assignments</p> <p>Will be based on rubrics, checklists, and observation.</p> <p>G9-45% G10 – 40% G11/12 - 35% of Final Grade</p> | Ongoing |
| Creating (CR) <ul style="list-style-type: none"> • Rehearsal Preparation & Practices • Listening Assignments • Development & Refinement Vocal Skills • Experimentation & Sharing | <p>M–CR1 The learner generates ideas from a variety of sources for creating music.</p> <p>M–CR2 The learner experiments with, develops, and uses ideas for creating music.</p> <p>M–CR3 The learner revises, refines, and shares music ideas and creative work.</p> | 20% of Final Grade | Ongoing |

| | | | |
|--|--|---------------------------|--|
| <p>Connecting (C)</p> <ul style="list-style-type: none"> • Music from other Cultures • History of Music • Different Performance Practices • Why we Sing | <p>M–C1 The learner develops understandings about people and practices in music.</p> <p>M–C2 The learner develops understandings about the influence and impact of music.</p> <p>M–C3 The learner develops understandings about the roles, purposes, and meanings of music.</p> | <p>10% of Final Grade</p> | <p>Ongoing</p> <p>4-6 experiences/ assignments specifically targeted at Connecting throughout the school year.</p> |
| <p>Responding (R)</p> <ul style="list-style-type: none"> • In class discussion • Concert Reflections • Listening Activities | <p>M–R1 The learner generates initial reactions to music experiences.</p> <p>M–R2 The learner critically listens to, observes, and describes music experiences.</p> <p>M–R3 The learner analyzes and interprets music experiences.</p> <p>M–R4 The learner applies new understandings about music to construct identity and to act in transformative ways.</p> | <p>10% of Final Grade</p> | <p>Ongoing</p> |

Assessment Guidelines

There are various purposes for assessment:

- Assessment *for* learning (**formative assessment**): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
- Assessment *of* learning (**summative assessment**): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Academic Achievement

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

| | 10S | 20S | 30S | 40S |
|-------------------|-------------|-----|-----|-----|
| Making | 45% | 40% | 35% | 35% |
| Creating | 20% | | | |
| Connecting | 10% | | | |
| Responding | 10% | | | |
| Final Performance | 45% | 40% | 35% | 35% |
| Term Work | 100% | | | |

☐ Provincial Exam Final Exam

X Final Project/Assignment

☐ N/A

Learning Behaviours

Assessment and reporting of learning behaviours will be according to the Brandon School Division Learning Behaviours Rubric.