

## **Crocus Plains and Neelin Music Course Outline and Assessment Guide**

**Course Name:** JAZ10S

**Teacher's Name:** Ms. Anna Penno

**Contact Information:**

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**Course Description:**

This course introduces the students to various styles of jazz through performance, aural comprehension and a historical perspective. The basic fundamentals for improvisation are taught with opportunities for students to practice these skills.

This is an ensemble-based course, therefore each member of the class fulfills a vital and indispensable role.

**Instrumental music courses are a full-year commitment. Please be advised of the final drop deadline of December 18, 2024.**

Students demonstrate their learning in a variety of ways, including each area listed in the course description. Learning will be evidenced in daily class and performance, as well as through assignments, projects, and playing tests. Playing tests are most often based on mastery learning. In other words, each test focuses on a musical skill that supports the next level of learning. Because of this, students are allowed and encouraged to re-test previous playing tests at any time throughout the semester to receive credit for their progress and ensure they have done their best.

**Text/Other Resources:**

We will support our learning with a variety of resources throughout the course. Students will use both published arrangements and participate in creating original arrangements based on course content. In addition, audio and video recordings will be used regularly during class.

**Units of Study:**

Music is taught using a “spiral curriculum” meaning that outcomes are taught simultaneously and sequentially. Instead of separate units, we will study music of varying styles, lengths, and difficulty levels while continuing to develop and grow in the curricular areas. The proposed time indicates the total number of days spent on this unit throughout the entire course.

\* Subject to revisions during the course. Students will be informed of any necessary changes.

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time
<b>Jazz Concepts and Vocabulary</b>	<p>Demonstrate a basic understanding of rhythmic, melodic, harmonic, and expressive jazz concepts</p> <p>Explore theoretical jazz concepts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Articulation vocabulary</li> <li>- Rhythmic vocabulary</li> <li>- Pitch Collections (i.e., pentatonic; blues)</li> <li>- Key Areas</li> <li>- Chord Tones</li> <li>- Chord Symbols</li> <li>- Voice Leading</li> </ul> <p>Understand and perform in of a variety of jazz form structures</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- 12 bar blues</li> <li>- AB</li> <li>- AABA</li> <li>- unchanging forms</li> </ul>	<p><u>Formative Assessment</u></p> <p>Assessment may include:</p> <p>Checklist observations of in-class application of concepts</p> <p>Documented conversations and self-reflections</p> <p>Short assignments to check for understanding</p> <p><u>Summative Assessment</u></p> <p>Performance assessments (i.e., playing; listening; singing)</p> <p>Short written assignments to apply understanding</p>	15 days
<b>Jazz Styles and History</b>	<p>Demonstrate an understanding of the musical characteristics and influence of prominent jazz styles</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Swing</li> <li>- Straight grooves</li> <li>- Intro to latin/afro-cuban</li> </ul> <p>Demonstrate knowledge of prominent jazz artists and their musical contributions</p> <p>Explore the historical and social contexts of the time(s) and place(s) in which jazz music was and is created</p> <p>Through critical listening, explore possibilities for musical models</p>	<p><u>Formative Assessment</u></p> <p>Same as Unit 1</p> <p><u>Summative Assessment</u></p> <p>Listening assignments</p> <p>Checklist observations of in-class application of concepts (i.e., discussions, performing with stylistic awareness)</p> <p>Short research reports</p>	15 days
<b>Creative Musicianship</b>	<p>Improvise and arrange alone and as part of a group.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Call and response</li> </ul>	<p><u>Formative Assessment</u></p> <p>Same as Unit 1</p>	15 days

	<ul style="list-style-type: none"> <li>- Duo or Trio Improvisation</li> <li>- Solo</li> <li>- Create backgrounds, introductions, and endings.</li> </ul> <p>Apply understanding of rhythmic, harmonic, melodic, and theoretical concepts to create original music</p> <p>Share own and respond to others' musical ideas</p> <p>Employ techniques to create and expand upon own and others' musical ideas while improvising within formal jazz structures</p>	<u>Summative Assessment</u> Performance assessments (i.e., playing; listening; singing; improvising)  Short arranging assignments  Written solos or riff assignments	
Applying Music Making through Performance	<p>Expand upon performance abilities as appropriate for level of experience</p> <p>Apply understanding of jazz styles, harmony, melody, and rhythm in the context of ensemble repertoire.</p> <p>Demonstrate a basic understanding of the roles and responsibilities of specific instruments in jazz performance settings.</p> <p>Analyze and critique one's own and other's performance, and identify next steps for new learning.</p>	<u>Formative Assessment</u> Same as Unit 1  <u>Summative Assessment</u> Performance assessments (i.e., playing; listening; singing)  Checklist observations of in-class application of concepts	30 days

### 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.

Term work..... 100%

Area	For Example	Percentage of Grade
Jazz Concepts and Vocabulary	Daily Performance and Playing Tests / Observations	50%
Applying Music Making through Performance	Finalizing/Sharing our Learning (in class and also virtual, recorded, or in-person).	15%
Understanding of Styles and History	Listening Assignments, Short Research Reports, Demonstrating knowledge of styles and conventions	15%
Understanding of Creative Musical Elements	Improvisation, Experimentation/Idea Generation, Composition and Arranging Assignments and Exit Slips	20%

Final Assessment..... N/A

Provincial Standards Exam

Final Exam

Final Project/Assignment

N/A

### **Learning Behaviors**

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric