

Crocus Plains and Neelin Music Course Outline and Assessment Guide

Course Name: JAZ20S – JAZ30S – JAZ40S

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Course Description:

This course is a continuing jazz band experience. Registration for concert band is required to participate and previous jazz band experience is recommended. The course instructor may audition interested participants, however all interested students should register. In jazz band, students are introduced to various styles of jazz through performance, aural comprehension, and music history. Members of the jazz band will also explore the basics of improvisation and arranging. Concerts, workshops, and other performance opportunities are an intrinsic part of the band program experience. This is an ensemble-based course. 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, 2026.

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.

Brandon School Division has a policy outlining cell phone use in schools. In band courses, distractions are minimized by turning off cell phones or keeping them in a locker. Please call the Crocus Plains Main Office if you need to reach your student during band class (204) 729-3919.

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
Jazz Concepts and Vocabulary	Demonstrate a thorough understanding of rhythmic, melodic, harmonic, and expressive jazz concepts Expand and apply knowledge of theoretical jazz concepts. For example: - Articulation vocabulary - Rhythmic vocabulary - Pitch Collections (i.e., pentatonic; blues) - Key Areas - Chord Tones - Chord Symbols - Voice Leading Independently recognize, understand, and perform in of a variety of jazz form structures For example: - 12 bar blues - AB - AABA - unchanging forms	<u>Formative Assessment</u> Assessment may include: Checklist observations of in-class application of concepts Documented conversations and self-reflections Short assignments to check for understanding <u>Summative Assessment</u> Performance assessments (i.e., playing; listening; singing) Short written assignments to apply understanding	15 days
Jazz Styles and History	Demonstrate an understanding of the musical characteristics and influence of prominent jazz styles For example: - Swing - Straight grooves - Intro to latin/afro-cuban	<u>Formative Assessment</u> Same as Unit 1 <u>Summative Assessment</u> Listening assignments Checklist observations of in-class application of concepts	15 days

	Demonstrate knowledge of prominent jazz artists and their musical contributions Explore in-depth the historical and social contexts of the time(s) and place(s) in which jazz music was and is created Using an influence of musical models, make progress toward the development of a personal sound.	(i.e., discussions, performing with stylistic awareness) Short research reports	
Creative Musicianship	Improvise and arrange alone and as part of a group. For example: - Call and response - Duo or Trio Improvisation - Solo - Create backgrounds, introductions, and endings. Apply understanding of rhythmic, harmonic, melodic, and theoretical concepts to create original music Share own and respond to others' musical ideas Employ techniques to create and expand upon own and others' musical ideas while improvising within formal jazz structures	<u>Formative Assessment</u> Same as Unit 1 <u>Summative Assessment</u> Performance assessments (i.e., playing; listening; singing; improvising) Short arranging assignments Written solos or riff assignments	15 days
Applying Music Making through Performance	Expand upon performance abilities as appropriate for level of experience Apply understanding of jazz styles, harmony, melody, and rhythm in the context of ensemble repertoire. With increasing independence, apply understanding of the roles and responsibilities of specific instruments in jazz performance settings. Analyze and critique one's own and other's performance and identify next steps for new learning.	<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 Project – In the event that a student has incomplete assignments from the term, they will be expected to attend the examination period for the course to complete an assessment in those areas.

Learning Behaviors

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