

Crocus Plains and Neelin Music Course Outline and Assessment Guide

Course Name: Jazz Combo – JAZ20S/30S/40S

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Course Description:

This course expands upon students' understanding of various styles of jazz through performance, aural comprehension and a historical perspective. In this small ensemble setting, an emphasis will be placed on jazz improvisation and arranging fundamentals with opportunities for students to practice these skills.

This ensemble is a more intense extension of the band program. It provides musically experienced students with an opportunity to participate in a more advanced ensemble than the jazz band. The course instructor may audition interested participants during the first weeks of the school term, however all interested students should register.

Performances for community, civic and school functions as well as attendance at festivals and public performances of other jazz artists are an intrinsic part of the program.

Instrumental music courses are a full-year commitment. Please be advised of the final drop deadline of December 18, 2026.

Text/Other Resources:

Students' learning will be supported by a variety of resources throughout the course. Students will use both published jazz texts/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:

Because of the continuous nature of learning processes in music, all units will be ongoing throughout the course. The proposed time indicates the total number of days spent on this unit throughout the entire course.

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time
Jazz Concepts and Vocabulary	Demonstrate a thorough understanding of rhythmic, melodic, and harmonic jazz concepts Expand knowledge of jazz theoretical concepts (i.e., nomenclature; pitch collections) Explore the musical possibilities available through the use of advanced jazz concepts (i.e., upper chord structures; harmonic substitutions; metric and harmonic modulation) Recognize, understand, and perform in of a variety of jazz form structures (i.e., 12 and 16 bar blues; 32 bar AABA form; modal forms; rhythm changes)	<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, History, and Contemporary Approaches	Demonstrate an understanding of the musical characteristics and influence of prominent jazz styles (i.e., blues; swing; modal; be-bop; cool; free; fusion; afro-cuban; latin) Demonstrate knowledge of prominent jazz artists and their musical contributions Participate in developing own criteria for exemplary jazz performances and artists Explore in-depth the historical and social contexts of the time(s) and place(s) in which jazz music was and is created	<u>Formative Assessment</u> Assessment may include: Same as Unit 1 <u>Summative Assessment</u> Listening assignments Listening guide discussions and notes Short research reports	15 days

	Make progress toward the development of a personal sound, in part by applying and critically analyzing techniques employed by musical models Explore contemporary perspectives of jazz and its role in a variety of musical styles		
Creative Musicianship	Improvise, Compose, and Arrange alone and as part of a group Apply understanding of rhythmic, harmonic, melodic, and theoretical concepts to create original music Employ techniques to create and expand upon own and others' musical ideas while improvising within formal jazz structures (i.e., variation, contrast, phrasing, expression, "trading") Apply understanding of the conventions of jazz combo arranging through the creation of original material	<u>Formative Assessment</u> Assessment may include: Same as Unit 1 <u>Summative Assessment</u> Performance assessments (i.e., playing; listening; singing) Short composition/Arranging Assignments Transcription	15 days
Performance	Expand upon and refine performance abilities as appropriate for level of experience (i.e., range; tone; articulation; stick control; tempo; technique; accompaniment skills) Apply understanding of jazz styles, harmony, melody, and rhythm in the context of ensemble repertoire and other teaching/learning settings Share own and listen and respond to others' musical ideas in a rehearsal setting With increasing independence, apply understanding of the roles and responsibilities of specific instruments in combo jazz rehearsal and performance settings	<u>Formative Assessment</u> Assessment may include: Same as Unit 1 <u>Summative Assessment</u> Performance assessments (i.e., playing; listening; singing) Special Projects (i.e., class leading; peer tutoring; mentorship).	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
Performance and Ensemble Musicianship	Daily Performance and Playing Tests	50%
Ensemble Performances	Concerts, Workshops	15%
Understanding of Styles and History	Listening Assignments, Short Research Reports, Performing with Stylistic Awareness	15%
Understanding of Creative Musical Elements	Improvisation, Composition, and Arranging Assignments, and Expressive Performance	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