

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

CONTENT STANDARDS INFORMATION PAGE

Course Title: JAZZ ENSEMBLE (Course #652)	
Rationale:	
Course Description: This course is open to all advanced sax, trumpet, trombone, and rhythm players. Enrollment may be limited which may call for auditions in those sections having more people than needed. This is a performance class which follows the same basic rules as Advanced Band. Music played will be accepted jazz improvisation as well as standard repertoire. Attendance is required at all performances and extra rehearsals. This is a performance-oriented class. May be repeated for credit.	
Length of Course:	Semester or Year
Grade Level:	9 - 12
Credit: 5 units per semester <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Meets UC "a-f" requirements <input checked="" type="checkbox"/> Meets CSUS requirements <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	Permission of instructor
Department(s):	Visual and Performing Arts
District Sites:	EDHS, ORHS, PHS
Board of Trustees Adoption Date:	April 10, 2001
Textbook/Instructional Materials	Miscellaneous Instructional Materials
Date Adopted by the Board of Trustees:	June 9, 1998 (in lieu of)

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Alignment of the EDUHSD Courses of Study
with State/National Content Standards

Department: Visual and Performing Arts

Grade Level: 9 - 12

Course: **Music** - Jazz Ensemble

“Big Idea” (Theme)

Students will critique musical performances.

State/National Standards

ARTISTIC PERCEPTION -

Standard 1: The student demonstrates an understanding of music by analyzing and interpreting what is presented in the music or performance.

Give examples of student work that demonstrates mastery of this standard

1. Students analyze the uses of elements of jazz (melody, harmony, rhythm, texture, form, dynamics, timbre) in given aural examples from diverse genres and cultures to express a musical idea.
2. Students identify and define both standard and jazz notation for the reading and writing of music.

Identify best practices used to teach standard

Instruction on elements of jazz literature: form, expression, style, instrumentation, and scoring.

Students will critique recorded jazz literature.

Students will critique their own performances.

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The student will perform music expressively as a member of an ensemble or soloist.

State/National Standards

CREATIVE EXPRESSION -

Standard 2: The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and activities of the musician/performer and composer/arranger.

Give examples of student work that demonstrates mastery of this standard

1. Students will analyze the uses of elements of jazz (melody, harmony, rhythm, texture, form, dynamics, timbre) in given aural examples from diverse genres and cultures.
2. Students will demonstrate jazz improv.
3. Students identify, define, and demonstrate both standard and jazz notation for the reading and writing of music.
4. Students analyze and describe how the elements of jazz are used.

Identify best practices used to teach standard

Instruction on elements of jazz literature.

Students will critique recorded jazz literature.

Students will critique their own performances.

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Student will perform music from a variety of styles and eras of jazz.

State/National Standards

HISTORICAL AND CULTURAL CONTEXT -

Standard 3A: The student demonstrates an understanding of major music traditions and styles from a variety of times and places.

Give examples of student work that demonstrates mastery of this standard

1. Student will perform music from the jazz ensemble repertoire.
2. Students will analyze and perform jazz literature identifying cultural and historical characteristics.

Identify best practices used to teach standard

Students perform with expression, technical accuracy, and style on varied jazz literature.

Listening.

Instruction/demo.

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“Big Idea” (Theme)

Students will understand the cultural influences of jazz.

State/National Standards

HISTORICAL AND CULTURAL CONTEXT -

Standard 3B: The student will demonstrate understanding that music and musicians reflect, play a role in, and influence culture.

Give examples of student work that demonstrates mastery of this standard

1. Students will learn about the culture and history of jazz through performed, recorded, and written music.

Identify best practices used to teach standard

Students will listen to recordings.

View videos.

Students will perform jazz literature from different cultures and composers.

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Grade Level: 9 - 12

Course: **Music** - Jazz Ensemble

“Big Idea” (Theme)

Responding to, analyzing, and making judgments about works and performances.

State/National Standards

AESTHETIC VALUING -

Standard 4A: The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of musical composition and performance.

Give examples of student work that demonstrates mastery of this standard

1. Students will listen to recorded and live performances using specific criteria.
2. Students will analyze written scores.

Identify best practices used to teach standard

Students will critique other groups.

Students will evaluate and provide rehearsal feedback.

Students shall listen to written and tape comments of performances.

Students will interact with other musicians through rehearsal and performance.

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“Big Idea” (Theme)

Responding to, analyzing, and making judgments about works and performances.

State/National Standards

AESTHETIC VALUING -

Standard 4B: The student demonstrates an understanding of structure and meaning in music.

Give examples of student work that demonstrates mastery of this standard

1. Students listen to, analyze, and discuss the form, content, style, techniques, and the purposes of works in music.

Identify best practices used to teach standard

Students will critique each other.

Students will evaluate and provide rehearsal feedback.

Students will interact with other musicians through rehearsal and performance.

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“Big Idea” (Theme)

Student will understand and demonstrate the connections between music, other disciplines and careers.

State/National Standards

CONNECTIONS, RELATIONS, APPLICATIONS -

Standard 5: The student will explain the connection between music and other art forms and subject areas and research opportunities in music.

Give examples of student work that demonstrates mastery of this standard

1. Student will relate historical time periods with various jazz styles, i.e. the 40's and swing, 40's and bebop, etc.
2. Student will describe the structure of an improvised solo and the parallels to a written composition.
3. Student will research career opportunities in music.

Identify best practices used to teach standard

Student will listen to and perform various styles of jazz.

Student will view videos of jazz history.

Student will transcribe solos from recordings and analyze their form.

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