Jazz Lab
9-12, Fine & Performing Arts

Developed By: Ms. Angelina Hamada & Mr. Vincent Vicchiariello
Effective Date: Fall 2022
Scope and Sequence

Month	Unit 1: Performing	Unit 2: Creating	Unit 3: Connecting	Unit 4: Responding
September (MP1)	■	■		
October (MP1)	■	■	■	■
November (MP2)	■	■		
December (MP2)	■	■	■	■
January (MP2)	■	■		
February (MP3)	■	■	■	■
March (MP3)	■	■		
April (MP4)	■	■	■	■
May (MP4)	■	■		
June (MP4)	■	■	■	■

Unit 1

Performance in Jazz Music

Summary and Rationale

Unit Summary

This unit contains the musical skills and tools that students need to engage in the artistic process of instrumental performing independently and collaboratively at the **advanced** level.

The students will build instrumental technique, sight reading skills, and explore different forms of musical expression through teacher chosen exercises and repertoire. Regular performances for audiences of peers, family, and community members provide students with an opportunity for reflection on their progress in the realms of instrumental technique, musical literacy, and musical expression.

Unit Rationale

Students in Jazz Lab need to become artistically literate through expressing and realizing creative ideas when performing a variety of musical skills, techniques, and repertoire.

Recommended Pacing

40 Weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Advanced (link)

Anchor Standard 4: Selecting, analyzing and interpreting work

1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble and the purpose and context of the performance.
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

Anchor Standard 6: Conveying meaning through art.	
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one's actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions
Integration of Technology	
Computer Science and Design Thinking - NJSLS 2020	
Interaction of Technology and Humans	

8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints

Nature of Technology

8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product
8.2.12.NT.2	Redesign an existing product to improve form or function

Ethics & Culture

8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
- Performers' interest in a knowledge of musical works, understanding of their own technical skills, and the context for a performance influence the selection of repertoire. - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. - Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influences the audience response.	- How do performers select repertoire? - How do musicians improve the quality of their performance? - When is a performance deemed ready to present? - How does context and the manner in which a musical work is presented influence an audience's response?

Evidence of Learning (Assessments)

- Classroom Observations, Questioning, and Discussions
- Teacher Observation of Student Performances
- Student Reflections
- Final Projects (rubric)
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Thinking Routines (link)
- Independent/Group Testing

Objectives (SLO)	
Students will know:	Students will be able to:
Foundations of Music Literacy ● How to experience and explore exemplary musical examples using technology and available live performances; ● How to identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as letter names, note names, or scale degrees; ● How to define concepts of music notation, intervals, and chord structure using appropriate terminology; ● How to define concepts of rhythm and meter using appropriate terminology and counting systems; ● How to explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance; ● How to apply health and wellness concepts related to music practice such as body mechanics, hearing protection, hydration, and appropriate hygienic practices. ● How to read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; ● Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. **Creative Expression** ● How to demonstrate mature, characteristic sound appropriate for the genre; ● How to demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, articulation, and phrasing; ● How to demonstrate rhythmic accuracy within appropriate tempo; ● How to create and notate or record original musical phrases; ● How to demonstrate mature, characteristic sound appropriate for the genre while performing; ● How to demonstrate rhythmic accuracy using appropriate tempo while performing; ● How to demonstrate observance of key signature and modalities while performing;	**Foundations of Music Literacy** ● Describe various aspects of jazz music in terms of melody, harmony, tempo, texture and make comparisons between performances ● Identify various elements of musical texture and place them in the correct prioritized relationship. ● Describe how our system of music notation works to identify pitch referencing staff, clef, and ledger lines. ● Count rhythms using appropriate counting systems and be able to describe how time signatures work. ● Describe how elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, dynamics influence the effectiveness of a musical work they are performing. ● Explain why correct posture and body mechanics are important for their health and wellness. ● Read and notate music that incorporates rhythmic patterns in simple meters (2/4, 3/4, 4/4, 4/8, etc.). ● Read and notate music that incorporates rhythmic patterns in compound meters (3/8, 6/8, 9/8, 12/16, etc.). ● Read and notate music that incorporates rhythmic patterns in asymmetric meters (5/8, 7/8, etc.). ● Define terms relating to tempo (eg. allegro, rit., adagio, accel., etc). ● Define terms relating to dynamics (forte, pianissimo, crescendo, dim., etc.). ● Describe the meaning of various types of articulation (staccato, legato, marcato, tenuto). **Creative Expression** ● Perform with a mature, characteristic instrumental sound. ● Perform with correct articulation and demonstrate correct posture when performing. ● Perform various rhythms and in tempo. ● Accurately perform in major/minor keys based on their observance of key signatures. ● Demonstrate correct intonation and adjust to match pitch with section and ensemble.

- How to demonstrate use of a melodic reading system such as letter names, note names, or scale degrees while performing;
- How to demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while performing.

Historical and cultural relevance
- How to compare and contrast music by genre, style, culture, and historical period;
- How to identify music-related vocations and avocations;
- How to identify and describe the uses of music in societies and cultures;
- How to identify and explore relationships between music and other academic disciplines;
- How to identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances;
- How to identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques.

Critical evaluation and response
- How to practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings;
- How to design and apply criteria for making informed judgements regarding the quality and effectiveness of musical performances.
- How to develop processes for self-evaluation and select tools for personal artistic improvement;
- How to evaluate musical performances by comparing them to exemplary models.

Ensemble Skills
- How to develop constant awareness of the changing nature of one's role within the ensemble and the relationship to those around them.

Embodying the Music
- Body language, facial expressions, and our subsequent perception of a performer's commitment, mastery, or insecurity all impact the perception of a listener.

- Demonstrate appropriate dynamics and phrasing.
- Create original musical phrases by using notation or audio recording.
- Perform with a mature, characteristic instrumental sound while sight reading.
- Perform with correct articulation and demonstrate correct posture while sight reading.
- Perform various rhythms and in tempo while sight reading.
- Accurately perform in major/minor keys based on their observance of key signatures while sight reading.
- Demonstrate correct intonation and adjust to match pitch with section while sight reading.
- Demonstrate appropriate dynamics and phrasing while sight reading.
- Create original musical phrases by using notation or audio recording.

Historical and cultural relevance
- Compare and contrast music of different genres, styles, cultural and historical periods.
- Identify music-related vocations and avocations.
- Describe and discuss various uses of music in societies and cultures.
- Make connections between the study of music and other academic disciplines.
- Identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances.
- Identify tools for college and career preparation such as auditions, repertoire lists, interview techniques, and social media applications.

Critical evaluation and response
- Describe and demonstrate appropriate concert etiquette as a performer and as an audience member.
- Discuss the differences in concert etiquette in a variety of settings
- Discuss various criteria for making judgments about the quality of music performances.
- Make informed judgements regarding the quality and effectiveness of musical performances.
- Develop and write processes for self-evaluation.
- Select tools for personal artistic improvement.
- Evaluate musical performances by comparing them to exemplary models.

Ensemble Skills
- Cultivate awareness of the ensemble by coordinating balance, blend, articulation, and harmonic intonation.

Embodying the Music
- Develop an awareness of the mind and body connection to better connect with and embody music in practice and performance.
- Explore connections between impulse and their own life experiences.
- Discuss how the message of a piece should be conveyed not just in sound, but in our body language

Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
- District/School Website
- District Email
- The Real Book(s)
- Music stands
- Sound system

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:
- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.
Examples specific to performing arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 2
Creating in Jazz Music
Summary and Rationale

Unit Summary
The material content covered in this unit includes the systematic development of instrumental technique, sight reading skills, music theory, composition, improvisation, and ensemble skills necessary to achieve the level of **advanced** as outlined in the NJSLS Creating artistic process.

The students will develop musical and instrumental skills throughout the year to reach proficient level with the artistic processes of creating and performing original music and ideas.

Unit Rationale
When jazz lab students explore the artistic process of creating music including improvising, composing, and refining musical decisions, they are empowered to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities.

Recommended Pacing

40 Weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Advanced (link)

Anchor Standard 1: Generating and conceptualizing ideas

1.3Cadv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts

Anchor Standard 2: Organizing and developing ideas

1.3Cadv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts

Anchor Standard 3: Refining and completing products

1.3Cadv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
1.3Cadv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts

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SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
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Integration of Technology	
Computer Science and Design Thinking - NJSLS 2020	
Interaction of Technology and Humans	
8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
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Nature of Technology	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.

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Ethics & Culture

8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. - Musicians' creative choices are influenced by their expertise, contect, and expressive intent. - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	- How do musicians generate creative ideas? - How do musicians make creative decisions? - How do musicians improve the quality of their work?

Evidence of Learning (Assessments)

- Classroom Observations, Questioning, and Discussions
- Teacher Observation of student performances
- Student Reflections
- Final Projects (rubric)
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Thinking Routines (link)
- Independent/Group Testing

Objectives (SLO)

Students will know:	Students will be at to:
Music Theory How to reinforce their understanding of the fundamentals of musical notation and musical modes. **Composition and Improvisation**	**Music Theory** - Identify fundamental musical notation (duration, pitch, clef, key signatures) - Identify the major and minor circle of fifths - Identify and perform using major and minor keys and modes

- How to compose and/or improvise melodies given tonal, metric, and durational parameters.
- How to compose and/or improvise melodies given parameters on form.

Musical expressive devices and technique
- How to recognize and perform common musical expressive devices.
- How to build a healthy instrumental technique through the usage of musical expressive devices.

Ensemble Skills
- How to recognize the role of both the individual and the ensemble at large when rehearsing and performing.
- How to adapt, contribute and respond to various musical textures that are presented in a jazz combo.

Composition and Improvisation
- Compose and/or improvise melodies given tonal, metric, and durational parameters.
- Compose and/or improvise melodies given parameters on form.

Musical expressive devices and technique
- Perform common musical expressive devices (swung articulation and eighths.)
- Recognize notated expressive devices while building healthy instrumental technique.

Ensemble Skills
- Recognize one's role within the ensemble and the relationship to the surrounding musicians.
- Understand the musical textures of a jazz combo and become equipped to contribute and respond to the section(s).

Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
- District/School Website
- District Email
- Voice Memos
- Garage Band
- The Real Book(s)
- Music stands
- Sound system

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- Re-teaching and review
- Multi-media approach to accommodate various learning styles
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- Independent study where applicable
- Provide a variety of individualized work centers or student choice
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- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 3

Connecting in Jazz Music

Summary and Rationale

Unit Summary
The material covered in this unit will bring forth student personal experiences, interests and their knowledge of concepts in order to connect to music at the **advanced** level.

The students will make connections, explore and develop proficiency at the **advanced** level in the following areas of instrumental music and personal instrumental study:
- Practice
- Listening and Analysis
- Energy and Vitality
- Embodying the Music
- Ensemble Awareness
- Independent Expression
- Ensemble Expression
- Performance Health

Knowledge and Connection to the Music Literature
- Major historical time periods (Ragtime, Blues, Swing, Bebop, Cool Jazz, Latin, Fusion, Contemporary) and their characteristic traits in relation to the chosen repertoire.
- Characteristic traits of music from various cultures (African, Hispanic, etc.) in relation to the chosen repertoire.
- Characteristic traits of music from various genres (Big Band, Combo, Ballad, etc.) in relation to the chosen repertoire.

Unit Rationale
When jazz lab students see themselves reflected in their creating, performing, and understanding of music, it enables them to have meaningful experiences as musicians and take ownership of their craft.

Recommended Pacing

20 Weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Advanced (link)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when

	creating, performing and responding to music

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.3B.12adv.Cn11a	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life

SEL: Social Emotional Learning Competencies (link)

SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
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Integration of Technology

Computer Science and Design Thinking - NJSLS 2020

Interaction of Technology and Humans

8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture

Nature of Technology

8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product
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Ethics & Culture

8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

Instructional Focus

Enduring Understandings:	Essential Questions:
● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Evidence of Learning (Assessments)

- Classroom Observations, Questioning, and Discussions
- Teacher Observation of student performances
- Student Reflections
- Final Projects (rubric)
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Thinking Routines (link)
- Independent/Group Testing

Objectives (SLO)

Students will know:	Students will be at to:

Practice
- A healthy and consistent work ethic can be cross curricular in the way it is implemented and managed when done effectively.

Listening and Analysis
- Being able to listen to, analyze and connect to a work of music and its background will enhance the performer and audience member experience.

Energy and Vitality
- Energy and Vitality are essential for successful performances.

Embodying the Music
- Properly performing a work of music requires both instrumental technique and ability as well as a greater understanding of the impulse and message so that the body can too be engaged.

Ensemble Awareness
- Being aware and accountable for oneself and the ensemble will greatly increase the overall performance experience and connecting process.

Independent Expression
- In order to authentically deliver a musical line the way the composer intended, we must first make observations and draw connections from them.

Performance Health
- Having proficient knowledge of posture, breath support etc,. is imperative to creating a healthy sound and connecting to the music, audience and other members of the ensemble.

Practice
- Relate the process of regular instrumental practice and resulting improvement with the experience of diligent work in other areas of their lives.

Listening and Analysis
- Connect musical works to historical backgrounds, time periods, images, stories, or personal experiences.
- Engage in thoughtful discussions regarding social, historical, and personal implications of music and how it connects to other disciplines.
- Critically listen to and analyze music to help develop a concept of individual and ensemble tone.

Energy and Vitality
- Implement and consistently produce an energetic and healthy sound when performing.

Embodying the Music
- Guide themselves through an exploration of the human impulse behind each piece of repertoire rehearsed.
- Explore connections between the impulse in repertoire and their own personal experience and knowledge.
- Discuss how the message of a piece should be conveyed through sound and body language.

Ensemble Awareness
- Incorporate a constant awareness of the changing nature of one's role within the ensemble and the relationship to those around them.

Independent Expression
- Independently make observations about music and verbally share their understandings in the delivery of their musical line.

Performance Health
- Understand and apply knowledge of health instrumental practices as an individual and ensemble performer.
- Maintain a consistent and properly supported airflow during sustained notes.
- Display proper posture and explain the importance in executing a strong and healthy tone.

Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
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- District Email
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- The Real Book(s)
- Music stands
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Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:
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- Re-teaching and review
- Multi-media approach to accommodate various learning styles
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ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:
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- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
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- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 4

Responding in Jazz Music

Summary and Rationale

Unit Summary
Students will learn criteria for selecting music, interpreting musical expression, responding to music, and evaluating a composition or performance at the **advanced** level.

Students will build instrumental technique, sight reading skills, and explore different forms of musical expression through teacher chosen exercises and repertoire. Regular performances for audiences of peers, family, and community members provide students with an opportunity for reflection on their progress in the realms of instrumental technique, musical literacy, and musical expression.

Students will make connections and explore the following areas of instrumental music and personal instrumental study:
- Musical Elements
- Blend and Balance
- Independent Musical Expression
- Ensemble Awareness & Expression

Unit Rationale
When students respond to musical compositions and performances in a variety of musical genres, they deepen their own understanding and musicianship.

Recommended Pacing

20 Weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Advanced (link)

Anchor Standard 7: Perceiving and analyzing products

1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music

Anchor Standard 8: Interpreting intent and meaning

1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms

Anchor Standard 9: Applying criteria to evaluate products	
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one's actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions
Integration of Technology	
Computer Science and Design Thinking - NJSLS 2020	
Interaction of Technology and Humans	
8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints

8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture
Nature of Technology	
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product
8.2.12.NT.2	Redesign an existing product to improve form or function
Ethics & Culture	
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Individual's selection of music works is influenced by their interests, experiences, understandings, and purposes. ● Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern the musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)?

Evidence of Learning (Assessments)

- Classroom Observations, Questioning, and Discussions
- Teacher Observation of student performances
- Student Reflections
- Final Projects (rubric)
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Thinking Routines (link)
- Independent/Group Testing

Objectives (SLO)	
Students will know:	Students will be at to:
Musical Elements ● The basic building blocks of music for technical accuracy and expression hinge on the inner workings of Rhythm, Tempo, Melody, Harmony, Texture, Timbre, Tone, Articulation and Dynamics to create a musical work. **Blend and Balance** ● Understanding and utilizing the pyramid of balance as a guide, students will understand the importance of ensemble blend and balance amongst their peers. **Independent Musical Expression** ● In order to authentically deliver a musical line the way the composer intended, we must first make observations and draw connections from them. **Ensemble Expression and Awareness** ● Being aware and accountable for oneself and the ensemble will greatly increase the overall performance experience and connecting process.	**Musical Elements** ● Analyze, interpret, and evaluate the way in which expressive elements (i.e. phrasing, dynamics, tone, articulation, etc.) affect the response to a musical work. ● Analyze, interpret, and evaluate the way in which theoretical elements and terminology (i.e meter, key, signature, tempo, etc.) affect the response to music. ● Select music for a variety of purposes/performances based on the use of expressive and theoretical elements of music and its context. **Independent Musical Expression** ● Adjust tone through teacher guidance or independently, to meet a proficient level of expectation. ● Analyze their performance proficiency relative to musical expression through the use of self-recordings. ● Analyze and evaluate one's own instrumental technique to judge the accuracy and quality of personal progress to the proficient level. ● Use experiences with listening to and analyzing professional recordings to help develop and establish a concept of individual and ensemble tone at an proficient level. **Ensemble Awareness & Expression/Blend and Balance** ● Listen, evaluate, and respond as an individual and as a section of the ensemble to create the proper balance and unified sound. ● Listen, evaluate, and respond to intonation within their section and within the ensemble to the proficient level. ● Listen, evaluate, and respond to uniform articulation and style within their section and within the ensemble to the proficient level. ● Develop the ability to respond appropriately to the conductor's tempo and gestures. ● Respond appropriately to peer feedback within student led sectionals/rehearsals

| | ● Analyze recordings of ensemble rehearsals to gauge progress and proficiency to the established "proficient" level. |

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