

Jazz Band I-IV

Fine Arts  
Curriculum Framework

2014

Course Title: Jazz Band I-IV  
Course/Unit Credit: 1 per course

Course Number: JBI: 451200 JBII: 451210 JBIII: 451220 JBIV: 451230

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There is no prerequisite for Jazz Band I. The student entering Jazz Band II, III, or IV must successfully complete the preceding year of Jazz Band and/or have the instructor's approval through audition.

### Jazz Band I-IV

Jazz Band I-IV are two-semester courses designed for traditional and emerging ensembles. Jazz Band I-IV students will demonstrate an ability to apply music fundamentals and instrumental techniques in the production, performance, analysis, and critique of jazz music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Jazz Band I-IV students will critique music performances and deeply reflect upon the impact of jazz music on society as well as societal influences on jazz music. Students will regularly perform in a variety of settings and will demonstrate successful completion of student learning expectations. Jazz Band I Jazz Band II, Jazz Band III, or Jazz Band IV will satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Jazz Band I, Jazz Band II, Jazz Band III, and Jazz Band IV.

Jazz Band I-IV

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
<p>CR.1.JBI.1  <i>Improvise</i>, through various media, simple jazz rhythms and note patterns (e.g., <i>twelve-bar blues</i>, <i>call and response</i>)</p>	<p>CR.1.JBII.1  <i>Improvise</i>, through various media, basic jazz rhythms and note patterns (e.g., jazz scales, <i>modes</i>)</p>	<p>CR.1.JBIII.1  <i>Improvise</i>, through various media, jazz rhythms and note patterns of moderate complexity (e.g., jazz <i>styles</i>)</p>	<p>CR.1.JBIV.1  <i>Improvise</i>, through various media, advanced jazz rhythms and note patterns</p>	<p>CCRA.R.4, 5            CCRA.SL.4</p>

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
CR.2.JBI.1 Identify skills critical for listening	CR.2.JBII.1 Develop critical listening skills through jazz rehearsal techniques and professional demonstration	CR.2.JBIII.1 Apply critical listening skills through jazz rehearsal techniques and professional demonstration	CR.2.JBIV.1 Refine critical listening skills through jazz rehearsal techniques and professional demonstration	CCRA.SL.1, 2
CR.2.JBI.2 Create rhythmic continuity through appropriate movement	CR.2.JBII.2 Create continuity in complex rhythmic patterns through appropriate movement	CR.2.JBIII.2 Create continuity in more complex rhythmic patterns through appropriate movement	CR.2.JBIV.2 Create continuity in increasingly complex rhythmic patterns through appropriate movement	

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
<p>CR.3.JBI.1  <i>Improvise</i> over simple chord progressions to refine a musical work                      (e.g., two to four measures)</p>	<p>CR.3.JBII.1  <i>Improvise</i> over moderately complex chord progressions to refine a musical work                      (e.g., four to eight measures)</p>	<p>CR.3.JBIII.1  <i>Improvise</i> over increasingly complex chord progressions to refine a musical work                      (e.g., more than eight measures with added chords)</p>	<p>CR.3.JBIV.1  <i>Improvise</i> over advanced chord progressions to refine a musical work                      (e.g., solo section)</p>	<p>CCRA.R.4, 5                      CCRA.SL.4</p>

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
P.4.JBI.1 Explore jazz music in contrasting <i>styles</i> (e.g., swing, Latin, funk, rock, ballad)	P.4.JBII.1 Analyze jazz music in contrasting <i>styles</i> (e.g., swing, Latin, funk, rock, ballad)	P.4.JBIII.1 Compare and contrast complex jazz music of contrasting <i>styles</i>	P.4.JBIV.1 Compare and contrast increasingly complex jazz music of contrasting <i>styles</i> .	CCRA.R.4 CCRA.SL.1, 4
P.4.JBI.2 <i>Sight-read</i> jazz music literature	P.4.JBII.2 <i>Sight-read</i> jazz music literature of moderate complexity	P.4.JBIII.2 <i>Sight-read</i> jazz music literature of increasing complexity	P.4.JBIV.2 <i>Sight-read</i> advanced jazz music literature	CCRA.R.1, 4

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
P.5.JBI.1 Identify jazz notation and chord symbols in varied <i>styles</i> of jazz	P.5.JBII.1 Demonstrate jazz notation and chord symbols by singing and/or reading in varied <i>styles</i> of jazz	P.5.JBIII.1 Execute jazz notation and chord symbols in varied <i>styles</i> of jazz	P.5.JBIV.1 Execute advanced jazz notation and chord symbols in varied <i>styles</i> of jazz	CCRA.R.1 CCRA.L.6
P.5.JBI.2 Identify proper jazz tone quality by listening	P.5.JBII.2 Develop proper jazz tone quality by listening and imitating musical examples selected from prominent figures in jazz performance	P.5.JBIII.2 Demonstrate proper jazz tone quality by listening and imitating musical examples selected from prominent figures in jazz performance	P.5.JBIV.2 Demonstrate proper jazz tone quality by listening and imitating musical examples selected from prominent figures in jazz performance	CCRA.R.4, 5 CCRA.SL.4
P.5.JBI.3 Demonstrate basic <i>intonation</i> individually and in ensembles or <i>combos</i>	P.5.JBII.3 Demonstrate proficient <i>intonation</i> individually and in ensembles or <i>combos</i>	P.5.JBIII.3 Demonstrate excellent <i>intonation</i> individually and in ensembles or <i>combos</i>	P.5.JBIV.3 Demonstrate superior <i>intonation</i> individually and in ensembles or <i>combos</i> in the full range of the instrument	CCRA.SL.4
P.5.JBI.4* Demonstrate basic jazz drum set patterns (e.g., swing, samba, rock, ballad)  *SLE applies to percussionists only	P.5.JBII.4* Demonstrate jazz drum set patterns (e.g., swing, samba, rock, ballad, funk, bossa nova) at a proficient level  *SLE applies to percussionists only	P.5.JBIII.4* Demonstrate jazz drum set patterns (e.g., swing, samba, rock, ballad, funk, bossa nova, Dixieland, waltz, shuffle) at an excellent level by memory  *SLE applies to percussionists only	P.5.JBIV.4* Demonstrate jazz drum set patterns (e.g., swing, samba, rock, ballad, funk, bossa nova, Dixieland, waltz, shuffle) at an advanced level by memory  *SLE applies to percussionists only	CCRA.SL.4 CCRA.L.6

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
P.5.JBI.5 Play jazz scales (e.g., blues, Dorian, Lydian, mixolydian) in various <i>modes</i>	P.5.JBII.5 Play jazz scales (e.g., blues, Dorian, Lydian, mixolydian) in various <i>modes</i> at a proficient level	P.5.JBIII.5 Play jazz scales (e.g., blues, Dorian, Lydian, mixolydian) in various <i>modes</i> from memory at an excellent level	P.5.JBIV.5 Play jazz scales (e.g., blues, Dorian, Lydian, mixolydian) in various <i>modes</i> from memory at a superior level	CCRA.SL.4 CCRA.L.6
P.5.JBI.6 Refine instrument-specific jazz technique builders (e.g., jazz rhythm studies, jazz <i>style</i> studies, jazz scales, improvisation)	Students will continue to refine instrument-specific jazz technique builders during subsequent years of Jazz Band.	Students will continue to refine instrument-specific jazz technique builders during subsequent years of Jazz Band.	Students will continue to refine instrument-specific jazz technique builders during subsequent years of Jazz Band.	CCRA.SL.4 CCRA.L.6
P.5.JBI.7 Demonstrate correct practice procedures (e.g., warm-up, troubleshooting, problem solving, counting strategies, rhythm techniques)	Students will continue to demonstrate correct practice procedures during subsequent years of Jazz Band.	Students will continue to demonstrate correct practice procedures during subsequent years of Jazz Band.	Students will continue to demonstrate correct practice procedures during subsequent years of Jazz Band.	CCRA.SL.4 CCRA.L.6
P.5.JBI.8 Employ proper instrument maintenance and hygienic procedures	Students will continue to employ proper instrument maintenance and hygienic procedures during subsequent years of Jazz Band.	Students will continue to employ proper instrument maintenance and hygienic procedures during subsequent years of Jazz Band.	Students will continue to employ proper instrument maintenance and hygienic procedures during subsequent years of Jazz Band.	

Strand: Performing

Content Standard 6: Students will convey meaning through the presentation of artistic work.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
R.6.JBI.1 Respond to cues and gestures from the <i>band leader</i>	R.6.JBII.1 Respond to a variety of cues and gestures from the <i>band leader</i>	R.6.JBIII.1 Respond to cues and gestures in a variety of jazz styles from the <i>band leader</i>	Students will continue to respond to cues and gestures from the <i>band leader</i> in Jazz Band IV.	CCRA.SL.1, 4 CCRA.L.6
P.6.JBI.2 Demonstrate fundamental elements and principles of jazz phrasing and expression <ul style="list-style-type: none"> <li>• jazz articulation (e.g., long accent, short accent, tenuto, staccato)</li> <li>• jazz styles (e.g., swing, blues, rock)</li> </ul>	P.6.JBII.2 Demonstrate elements and principles of jazz phrasing and expression of moderate complexity <ul style="list-style-type: none"> <li>• jazz articulation (e.g., long accent, short accent, tenuto, staccato, bend, short fall, long fall, scoop, glissando)</li> <li>• jazz styles (e.g., swing, blues, ballad, funk, rock)</li> </ul>	P.6.JBIII.2 Demonstrate increasingly complex elements and principles of jazz phrasing and expression <ul style="list-style-type: none"> <li>• jazz articulation (e.g., long accent, short accent, tenuto, staccato, bend, short fall, long fall, scoop, glissando)</li> <li>• jazz styles (e.g., swing, blues, ballad, funk, Latin, rock, Dixieland)</li> </ul>	P.6.JBIV.2 Demonstrate advanced elements and principles of jazz phrasing and expression <ul style="list-style-type: none"> <li>• jazz articulation (e.g., long accent, short accent, tenuto, staccato, bend, short fall, long fall, scoop, do-it, glissando, flips)</li> <li>• jazz styles (e.g., swing, blues, ballad, funk, Latin, bebop, rock, Dixieland, bossa nova)</li> </ul>	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.JBI.3 Demonstrate basic jazz technique <ul style="list-style-type: none"> <li>• articulations</li> <li>• blending of sounds</li> <li>• ensemble balance</li> <li>• phrasing</li> <li>• tone production</li> </ul>	P.6.JBII.3 Demonstrate jazz technique of moderate complexity <ul style="list-style-type: none"> <li>• articulations</li> <li>• blending of sounds</li> <li>• ensemble balance</li> <li>• phrasing</li> <li>• tone production</li> </ul>	P.6.JBIII.3 Demonstrate increasingly complex jazz technique <ul style="list-style-type: none"> <li>• articulations</li> <li>• blending of sounds</li> <li>• ensemble balance</li> <li>• phrasing</li> <li>• tone production</li> </ul>	P.6.JBIV.3 Demonstrate advanced jazz technique <ul style="list-style-type: none"> <li>• articulations</li> <li>• blending of sounds</li> <li>• ensemble balance</li> <li>• phrasing</li> <li>• tone production</li> </ul>	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.JBI.4 Exhibit proper jazz <i>etiquette</i> in rehearsal, performances, and audience settings	Students will continue to exhibit proper jazz <i>etiquette</i> during subsequent years of Jazz Band.	Students will continue to exhibit proper jazz <i>etiquette</i> during subsequent years of Jazz Band.	Students will continue to exhibit proper jazz <i>etiquette</i> during subsequent years of Jazz Band.	CCRA.SL.1

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
R.7.JBI.1 Identify examples of varied <i>jazz styles</i> (e.g., swing, Latin, funk, bebop, Dixieland, blues, rock, fusion) through the use of jazz performances	R.7.JBII.1 Investigate examples of varied <i>jazz styles</i> (e.g., swing, Latin, funk, bebop, Dixieland, blues, rock, fusion) through the use of jazz performances	R.7.JBIII.1 Discuss examples of varied <i>jazz styles</i> (e.g., swing, Latin, funk, bebop, Dixieland, blues, rock, fusion) through the use of jazz performances	R.7.JBIV.1 Compare and contrast examples of varied <i>jazz styles</i> (e.g., swing, Latin, funk, bebop, Dixieland, blues, rock, fusion) through the use of jazz performances	CCRA.R.4, 7 CCRA.SL.1, 4 CCRA.L.6
R.7.JBI.2 Identify <i>elements of music</i> , interests, purpose, and <i>context</i> in a selected work	R.7.JBII.2 Analyze <i>elements of music</i> , interests, purpose, and <i>context</i> in a selected work	R.7.JBIII.2 Develop criteria to use when analyzing music, based on <i>elements of music</i> , interests, purpose, and <i>context</i>	R.7.JBIV.2 Defend personally-developed criteria used when analyzing music, based on <i>elements of music</i> , interests, purpose, and <i>context</i>	CCRA.R.2, 5 CCRA.W.1, 2 CCRA.SL.1, 2, 3, 4

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
R.8.JBI.1 Identify the <i>expressive intent</i> of different jazz styles (e.g., swing, Latin, funk, bebop, Dixieland, blues, rock, fusion)	R.8.JBII.1 Articulate the <i>expressive intent</i> of different jazz styles (e.g., swing, Latin, funk, bebop, Dixieland, blues, rock, fusion)	R.8.JBIII.1 Compare and contrast the <i>expressive intent</i> of different jazz styles (e.g., swing, Latin, funk, bebop, Dixieland, blues, rock, fusion)	R.8.JBIV.1 Defend a personal interpretation of the <i>expressive intent</i> of jazz styles	CCRA.R.1, 5, 7, 9 CCRA.W.1 CCRA.SL.2, 3, 4 CCRA.L.6

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
R.9.JBI.1 Develop, with guidance, criteria for evaluating group performance and individual improvisation	R.9.JBII.1 Develop, with limited guidance, criteria for evaluating group performance and individual improvisation	R.9.JBIII.1 Develop, independently, criteria for evaluating group performance and individual improvisation	R.9.JBIV.1 Apply student-generated criteria to evaluate group performance and individual improvisation	CCRA.R.1, 4, 5 CCRA.SL.3, 4
R.9.JBI.2 Identify other jazz models (e.g., performances, arrangements, improvisations)	R.9.JBII.2 Discuss other jazz models (e.g., performances, arrangements, improvisations)	R.9.JBIII.2 Analyze other jazz models (e.g., performances, arrangements, improvisations)	R.9.JBIV.2 Evaluate other jazz models (e.g., performances, arrangements, improvisations)	CCRA.R.7 CCRA.SL.2 CCRA.L.6

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
<p>CN.10.JBI.1 Identify individual experiences and other influences that provide <i>context</i> for a musical work and impact performance</p>	<p>CN.10.JBII.1 Explain individual experiences and other influences that provide <i>context</i> for a musical work and impact performance</p>	<p>CN.10.JBIII.1 Analyze individual experiences and other influences that provide <i>context</i> for a musical work and impact performance</p>	<p>CN.10.JBIV.1 Evaluate individual experiences and other influences that provide <i>context</i> for a musical work and impact performance</p>	<p>CCRA.R.8 CCRA.W.2 CCRA.SL.1, 2, 3, 4</p>

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Jazz Band I	Jazz Band II	Jazz Band III	Jazz Band IV	CCSS Alignment
CN.11.JBI.1 Identify technological influences on the evolution of jazz (e.g., software, hardware, recorded music, Internet)	CN.11.JBII.1 Describe technological influences on the evolution of jazz (e.g., software, hardware, recorded music, Internet)	CN.11.JBIII.1 Discuss technological influences on the evolution of jazz (e.g., software, hardware, recorded music, Internet)	CN.11.JBIV.1 Analyze technological influences on the evolution of jazz (e.g., software, hardware, recorded music, Internet)	CCRA.R.1, 7 CCRA.SL.1, 2, 4
CN.11.JBI.2 Identify the connections between the musical traditions of orchestral music, concert band music, rock music, and other American music with the <i>jazz idiom</i>	CN.11.JBII.2 Describe the connections between the musical traditions of orchestral music, concert band music, rock music, and other American music with the <i>jazz idiom</i>	CN.11.JBIII.2 Discuss the connections between the musical traditions of orchestral music, concert band music, rock music, and other American music with the <i>jazz idiom</i>	CN.11.JBIV.2 Analyze the connections between the musical traditions of orchestral music, concert band music, rock music, and other American music with the <i>jazz idiom</i>	CCRA.R.7, 8, 9, 10 CCRA.W.7, 8
CN.11.JBI.3 Identify elements of the history, development, and cultural connections of the <i>jazz idiom</i>	CN.11.JBII.3 Describe elements of the history, development, and cultural connections of the <i>jazz idiom</i>	CN.11.JBIII.3 Analyze elements of the history, development, and cultural connections of the <i>jazz idiom</i>	CN.11.JBIV.3 Evaluate elements of the history, development, and cultural connections of the <i>jazz idiom</i>	CCRA.R.1, 7 CCRA.W.7 CCRA.SL.1, 2 CCRA.L.6
CN.11.JBI.4 Recognize the influences of foreign cultures on the development of the <i>jazz idiom</i>	CN.11.JBII.4 Describe the influences of foreign cultures on the development of the <i>jazz idiom</i>	CN.11.JBIII.4 Analyze the influences of foreign cultures on the development of the <i>jazz idiom</i>	CN.11.JBIV.4 Evaluate the influences of foreign cultures on the development of the <i>jazz idiom</i>	CCRA.R.1, 7 CCRA.W.7 CCRA.SL.1, 2 CCRA.L.6
CN.11.JBI.5 Identify the influence of jazz on American culture	CN.11.JBII.5 Describe the influence of jazz on American culture	CN.11.JBIII.5 Analyze the influence of jazz on American culture	CN.11.JBIV.5 Evaluate the influence of jazz on American culture	CCRA.R.1, 7 CCRA.W.7 CCRA.SL.1, 2 CCRA.L.6
SLE introduced in JBIV	SLE introduced in JBIV	SLE introduced in JBIV	CN.10.JBIV.6 Discuss the role and function of jazz in lifelong learning	CCRA.W.7 CCRA.SL.1, 4

## Glossary for Jazz Band I-IV

Band leader	Individual who cues performers to follow, possibly a conductor or a performer within the ensemble
Call and response	A musical form in which a part of the melody (call) is followed by an answer (response)
Combo	A small group of musicians, usually four to six performers; short for combination
Context	Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence
Elements of music	Melody, harmony, rhythm, form
Etiquette	Protocols for behavior during a rehearsal or a performance
Expressive intent	The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music
Idiom	A style or form of artistic expression that is characteristic of an individual, a period or movement, or a medium or instrument
Improvise	To create spontaneously
Intonation	Exactness of pitch in playing or singing
Mode	Type of scale with a specific arrangement of intervals
Sight-read	To play or sing a piece of music without preparation
Style	The characteristics of a particular person, group of people, or period that make genres of music unique
Twelve-bar blues	A musical form based on the harmonic progression I-I-I-IV-IV-I-I-V-V-I-I

## Contributors

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