

**WEST JEFFERSON HILLS SCHOOL DISTRICT  
JAZZ I & II CURRICULUM**

**TJHS**

<p style="text-align: center;"><b>PA Academic Standards</b> Student must be able to do</p>	<p style="text-align: center;"><b>Objective</b> Content or process student will be able to know and do</p>	<p style="text-align: center;"><b>Instructional Methods</b></p>	<p style="text-align: center;"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;"><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;"><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b>						
<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements ➤ Dance: • energy/force • space • time ➤ Music: • duration • intensity • pitch • timbre ➤ Theatre: • scenario • script/text • set design ➤ Visual Arts: • color • form/shape • line • space • texture • value Principles ➤ Dance: • choreography • form • genre • improvisation • style • technique ➤ Music: • composition • form • genre • harmony • rhythm • texture</p>	<ul style="list-style-type: none"> <li>• Appropriate jazz/blues</li> <li>• Large ensemble and small combo repertoire</li> <li><b>Rehearsal techniques include:</b></li> <li>• warm-up</li> <li>• major and minor scales: F, Bb, Eb, Ab, Db, C, G, D, A, E and B</li> <li>• Chromatic harmonic and melodic, blues, and modal scales</li> <li>• tones</li> <li>• intonation</li> <li>• rhythm</li> <li>• articulation</li> <li>• musicianship</li> <li>• maintain equipment (care and maintenance of equipment)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual practice</li> <li>• Section rehearsals</li> <li>• Ensemble rehearsals</li> <li>• Appropriate assemblies and concerts</li> <li>• Recording rehearsals, performances and subsequently evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Private lessons</li> <li>• Jazz ensemble</li> <li>• Band in the Box</li> <li>• Music</li> <li>• Band repertoire</li> <li>• Audio and video equipment</li> <li>• Instruments owned and school owned</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of each musician in section and full ensemble, behavior, participation and cooperation</li> <li>• Courses which culminate in public performance the student’s attendance and participation at said performance</li> <li>• Evaluation of each musician in seating audition</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted tests</li> <li>• One-to-one instruction</li> <li>• Consistent positive reinforcement provided</li> <li>• Extra drill and practice</li> <li>• Pair students to check work</li> <li>• Small group instruction</li> <li>• Provide tapes with performance of individual music parts</li> <li>• Assign peer tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Attend concerts through school sponsored activities</li> <li>• Participate in honor PMEA</li> <li>• Perform solos or sections solos with ensemble</li> <li>• Participate in small ensembles outside of scheduled performance class</li> <li>• Act as peer tutors</li> <li>• Arrange/compose music school groups using “Finale”</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<p>➤ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ➤ Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/harmony</p>			<ul style="list-style-type: none"> <li>• Private lesson teacher</li> <li>• Provide individual music</li> <li>• Provide accompaniment tape with which to practice</li> <li>• Provide available training tape/CD (GIA Publications)</li> <li>• Finale Software</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of each musician in sections and full ensemble, behavior, participation, and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one instruction</li> <li>• Consistent positive reinforcement provided</li> <li>• Social/behavioral plan with incentives</li> <li>• Individual contracts/ interventions</li> <li>• Daily reports to parents</li> <li>• Extra drill and practice</li> <li>• Close proximity of teacher or aide</li> <li>• Test will be adapted by teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in district and regional bands and honor bands</li> <li>• Perform solos or sections solos with ensemble</li> <li>• Participate in small ensembles outside of scheduled performance class</li> <li>• Attend concerts and master-classes through school sponsored activities</li> <li>• Act as peer tutors</li> <li>• Arrange/Compose music for school groups using “Notepad” (Final software)</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> <li>➤ Dance: • move • perform • read and notate dance • create and choreograph • improvise</li> <li>➤ Music: • sing • play an instrument • read and notate music • compose and arrange • improvise</li> <li>➤ Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct</li> <li>➤ Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media</li> </ul>				<ul style="list-style-type: none"> <li>• Courses which culminate in public performance and mandate the student’s attendance and participation at said performance. For a more in-depth explanation, see the “Grading Policy” and “Performance Code” sections of the WJHSD Music Department Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Pair students to check work</li> <li>• Seat student near good role model</li> <li>• Assign peer tutor</li> <li>• Small group instruction</li> <li>• Provide tapes with performance of individual music parts</li> <li>• Shorten assignments or work periods</li> </ul>	

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<p>C. Integrate and apply advanced vocabulary to the arts forms.</p>	<ul style="list-style-type: none"> <li>• Student will interpret and apply advanced vocabulary to perform selected literature</li> </ul>					

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D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance)	<ul style="list-style-type: none"> <li>• Student will perform a concert that demonstrates contrasting styles</li> </ul>					

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<p>E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p>						

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<p>F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p>	<ul style="list-style-type: none"> <li>•Student will identify the contributing factors that lead to the composition of selected jazz band literature</li> <li>•Perform selected jazz band literature employing appropriate style</li> </ul>					

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<p>G. Analyze the effect of rehearsal and practice sessions.</p>	<ul style="list-style-type: none"> <li>• Student will identify the goals of a given rehearsal</li> <li>• Identify the outcomes of a given rehearsal</li> <li>• Assist in planning home practice sessions and additional rehearsals</li> </ul>					

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<p>H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p> <ul style="list-style-type: none"> <li>•Evaluate the use and applications of materials.</li> <li>•Evaluate issues of cleanliness related to the arts.</li> <li>•Evaluate the use and applications of mechanical/electrical equipment.</li> <li>•Evaluate differences among selected physical space/environment.</li> <li>•Evaluate the use and applications of safe props/stage equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will use and maintain instruments carefully and properly</li> </ul>					

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<ul style="list-style-type: none"> <li>•Evaluate the use and apply safe methods for storing materials in the arts.</li> </ul>						

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<b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b>						
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> <li>•Students will be aware of local performances (e.g., Pittsburgh Symphony, River City Brass Band, Mellon Jazz Festival) and make evaluations</li> </ul>					

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<p>J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> <li>• Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).</li> <li>• Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).</li> </ul>	<ul style="list-style-type: none"> <li>• Students will perform new music techniques required to play selected jazz band literature</li> <li>• Plan non-traditional instruments required by jazz band literature</li> </ul>					

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<p>K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>	<ul style="list-style-type: none"> <li>• Students will evaluate the use of technology in their performance of selected jazz band literature.</li> </ul>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>A. Explain the historical, cultural and social context of an individual work in the arts.</p>	<ul style="list-style-type: none"> <li>•Students will identify the historical, cultural, and social context of selected jazz band literature</li> </ul>					

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<p>B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)</p>	<ul style="list-style-type: none"> <li>•Student will identify historical events that took place as selected jazz band literature was created</li> </ul>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p>	<ul style="list-style-type: none"> <li>•Students will identify the period in which selected jazz band literature was written</li> <li>•Identify the genre of selected jazz band literature and any historical implications</li> </ul>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>D. Analyze a work of art from its historical and cultural perspective.</p>	<ul style="list-style-type: none"> <li>• Student will identify the cultural and social context of elected jazz band literature</li> </ul>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p>	<ul style="list-style-type: none"> <li>• Students will identify the impact of historical and cultural events of selected jazz band literature</li> </ul>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<ul style="list-style-type: none"> <li>• Students will understand and use culturally and historically appropriate vocabulary as it applies to selected jazz band literature</li> </ul>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>G Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Asia</li> <li>• Australia</li> <li>• Central America</li> <li>• Europe</li> <li>• North America</li> <li>• South America</li> </ul>	<ul style="list-style-type: none"> <li>• Students will perform selected jazz band literature from various countries around the world with appropriate stylistic considerations</li> </ul>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p>	<ul style="list-style-type: none"> <li>•Student will identify composers that have a Pennsylvania connection and perform music of selected Pennsylvania composers</li> </ul>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p>	<p>•Students will perform selected jazz band literature of significant composers of varying backgrounds and perspectives, observing appropriate stylistic considerations.</p>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music)</p>	<ul style="list-style-type: none"> <li>• Students will recognize the stylistic implications associated with the nationality of composers and their compositions</li> <li>recognize the stylistic implications associated with the historical period of composers and their compositions</li> </ul>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).</p>	<p>•Students will perform selected jazz band literature that is based on the folk music traditions of various cultures around the world, observing appropriate stylistic considerations</p>					

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Perform selected jazz band literature of significant composers of varying background and perspectives observing appropriate stylistic considerations</li> <li>• Compare ideas, techniques, and fans of various composers within a concert program and/or among concert programs during the school year</li> </ul>					

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<p><b>9.3. Critical Response</b></p>						
<p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <ul style="list-style-type: none"> <li>•Compare and contrast</li> <li>•Analyze</li> <li>•Interpret</li> <li>•Form and test hypotheses</li> <li>•Evaluate/form judgments</li> </ul>	<p>Compare and Contrast:</p> <ul style="list-style-type: none"> <li>• Students will recognize similarities and differences in various performances of selected jazz band pieces</li> <li>• Analyze: Students will discuss the significance of various compositional techniques (repetition, variation, etc.) within selected jazz band pieces, discuss the significance of various musical nuances dynamics, articulation, phrasing) within selected jazz band pieces</li> </ul>					

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<p><b>9.3. Critical Response</b></p>						
<p>B. Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in <i>Woman Combing Her Hair</i>).</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Compare the performance of the concert jazz band to exemplary recordings of selected jazz band literature</li> <li>• Compare the performance of the symphonic jazz band to exemplary recordings of selected literature</li> <li>• Compare the solo wind and percussion performance of students with exemplar recordings</li> </ul>					

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<p><b>9.3. Critical Response</b></p>						
<p>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p>						

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<p><b>9.3. Critical Response</b></p>						
<p>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p>						

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<p><b>9.3. Critical Response</b></p>						
<p>E. Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <ul style="list-style-type: none"> <li>•Contextual criticism</li> <li>•Formal criticism</li> <li>•Intuitive criticism</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>•Contextual criticism: Evaluate selected jazz band repertoire within the time and culture it was created</li> <li>•Formal criticism: Evaluate selected jazz band repertoire based on compositional techniques, form, etc.</li> <li>•Intuitive criticism: Evaluate selected jazz band literature from a personal perspective</li> </ul>					

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<p><b>9.3. Critical Response</b></p>						
<p>F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>						

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<p><b>9.3. Critical Response</b></p>						
<p>G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p>						

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<p><b>9.4. Aesthetic Response</b></p>						
<p>A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.</p>						

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<p><b>9.4. Aesthetic Response</b></p>						
<p>B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, <i>War of the Worlds</i>).</p>	<ul style="list-style-type: none"> <li>•Student will discuss the impact of selected jazz band literature on audiences for whom it was written or first heard it performed</li> </ul>					

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<p><b>9.4. Aesthetic Response</b></p>						
<p>C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional <i>Irish</i> dance at county fair versus the performance of <i>River Dance</i> in a concert hall).</p>	<ul style="list-style-type: none"> <li>• Student will discuss the significance of performance venues from acoustic and social perspectives</li> </ul>					

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<p><b>9.4. Aesthetic Response</b></p>						
<p>D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>	<p>•Student will discuss a point of view espoused by a composer in selected jazz band literature</p>					