

PERFORMING ARTS DEPARTMENT

ABRHS JAZZ BAND: COURSE #884

Contact Information

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The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of educational impact: societal, instructional and individual. Societally, students gain knowledge of events and historical movements that shaped society. Instructionally, the arts may help to develop critical and creative thinking skills. Individually, the arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

For those students interested in developing skills in vocal, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to meet the varied needs and skill levels of the students, provide cultural enrichment for the students, provide aesthetic value for the students, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

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Course Frequency: Full-year course, one day per week for two hours after school

Credits Offered: Two and a half

Prerequisites: Audition required

Background to the Curriculum

Our high school jazz band is a long-established course offering. It has played an integral role in the development of the individual musical skills of our students and has provided our school and community with an outstanding support vehicle. Jazz Band is offered to students interested in learning to play jazz, popular rock and swing music in a Big Band setting. Improvisation will be encouraged. Performances include three formal concerts and other school and community events. All participants are expected to perform at all events scheduled by the director.

The jazz band curriculum is aligned with standards 2 (Reading and Notation), 3 (Playing Instruments) and 5 (Critical Response) of the Massachusetts Arts Curriculum Framework. In addition to the frameworks, our band program encourages tremendous personal growth in the form of teamwork and leadership skills.

Core Topics/Questions/Concepts/Skills

- Apply musical concepts to their performances:
 - ~ Dynamics
 - ~ Tempo
 - ~ Tone quality
 - ~ Phrasing
 - ~ Intonation
- Continue growth in:
 - ~ Music reading.
 - ~ Acquired overall skill level.
 - ~ Playing technique.
- Become acquainted with the jazz idiom.
 - ~ Understand the different interpretation of music notation in jazz.
 - ~ Understand concepts of solo improvisation.
 - ~ Perform music of the Big Band Era through present day selections.
 - ~ Use musical techniques of jazz performance.
 - ~ Appreciate music of the jazz, Latin and rock idioms.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<p>1] Apply musical concepts to their performances:</p> <ul style="list-style-type: none">• Dynamics• Phrasing• Tempo• Intonation• Tone quality <p>2] Continue growth in:</p> <ul style="list-style-type: none">• Music reading.• Playing technique.• Acquired overall skill level. <p>3] Become acquainted with the jazz idiom.</p> <ul style="list-style-type: none">• Understand the different interpretation of music notation in Jazz.• Perform music of the Big Band Era through present day selections.• Understand concepts of solo improvisation.• Appreciate music of the jazz, Latin and rock idioms.• Use musical techniques of jazz performance.	<p>2.11 Read and sing at sight moderately difficult melodies, all intervals and their inversions from unison through an octave, and triads and their inversions in arpeggiated form.</p> <p>2.12 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6*.</p> <p>3.11 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6*.</p> <p>3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.</p> <p>3.13 Perform in small ensembles with one student on a part.</p> <p>5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music.</p> <p>5.13 Demonstrate knowledge of the technical vocabulary of music.</p> <p>5.14 Listen to performances of extended length and complexity with proper attention and audience protocol.</p>

* Levels of Difficulty

For purposes of these standards, there are six levels of difficulty:

Level 1 – very easy; easy keys, meters, and rhythms; limited ranges

Level 2 – easy; may include changes of tempo, key, and meter; modest ranges

Level 3 – moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements

Level 4 – moderately difficult; requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys

Level 5 – difficult; requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, usual meters, complex rhythms, subtle dynamic requirements

Level 6 – very difficult; suitable for musically-mature students of exceptional competence

Assessment

Students will be assessed on their preparedness, musicianship, attendance, attitude and care of equipment.

Technology Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

Not Applicable

Materials and Resources

An ever-changing series of jazz band arrangements will be selected each year to support the educational and motivational needs of the ensemble. Included in these selections will be music of the Big Band Era, repertoire, contemporary original jazz band arrangements, and present-day popular selections that offer substantial educational benefit in addition to its popularity of the day. Other consideration will be given to stylistic influences and mood of programming.