

Unit 5: Jazz Composition

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Weeks**
Status: **Published**

Brief Summary of Unit

The student will create tunes, etudes, and passages in various styles.

Standards

ELD standards:<https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

MU.9-12.1.3C.12adv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
MU.9-12.1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
MU.9-12.1.3C.12adv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
MU.9-12.1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.

Transfer

Essential Questions

- • How are melodies constructed?
- • What are the defining characteristics of jazz tunes, etudes, and passages?
- • What forms are common to various styles and how can they be adjusted to fit a new musical idea?

Essential Understandings

- • A musical idea should transfer the original inspiration.
- • Rhythmic patterns are often common among specific styles.
- • Rhythmic variation and development is essential when composing.
- • Technique and skill are the servants to the musical idea.

Students Will Know

- • How chromatic approach can be applied to basic melodies.
- • How the creation of music can begin with harmony, melody, or rhythm.
- • What a motif is.
- • What common song forms (AABA, Blues, AB, etc.) are.
- • What melodic adaptations (including sequence, augmentation, diminution, inversion, extension, truncation, rhythmic adaptation, etc.) are.

Students Will Be Skilled At

Evidence/Performance Tasks

- • discuss the essential questions in a large group.
- • discuss the performance of student compositions.
- • perform the student compositions.
- • self-assess compositions through a class developed rubric.
- • write examples of tunes, etudes, and passages.

Learning Plan

- • Develop an assessment rubric for the evaluation and self-assessment of student compositions.
- • Have the students compose full tunes and perform them in class.
- • Have the students create chord progressions to be used as vehicles of class improvisation.
- • Have the students create etudes over original and given chord progressions.
- • Have the students perform their etudes in class.
- • Have the students write short passages over given harmonies, using specific given techniques.
- • Preview the essential questions and connect to learning throughout the unit.
- • Students will self-assess their compositions following a performance of their work.
- • Students will self-assess their compositions following a performance of their work.
- • Students will self-assess their compositions following a performance of their work.

Materials

Suggested Strategies for Modifications

- • Allow less experienced students to apply basic techniques only.
- • Require different lengths of assignments to match the various levels of learning.
- • Require more advanced students to include introductions, transitions, etc. in their own compositions.
- • Vary the difficulty level of chord progressions given to students.
- • Vary the difficulty level of ideas to be used in the students' full compositions.
- • Vary the rhythmic complexity required in their compositions.