Unit 3: Individual Musicianship Development

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

Brief Summary of Unit

Sustained attention toward developing instrumental musicianship and facility as it relates to performing as an individual. Students will experience increased accountability for playing their "book" within a smaller section with the highest of performance standards. Students will understand the genre of Jazz Music and how that impacts them as a musician.

Revised August 2025

Standards

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

1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire 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.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Transfer

Essential Questions

- • How can a musician improve their instrumental proficiency?
- • How is performing in a jazz ensemble similar to and different from performing in a symphonic, concert, or marching band?
- • What are the mental, physical, and musical similarities and differences of performing in a jazz ensemble?
- How much time does a musician need to spend to improve?
- What is Jazz?

Essential Understandings

- • although there are common elements of musical theory, the rhythmic, dynamic, melodic and harmonic interpretation of jazz literature is unique when compared to classical literature.
- • Individual practice of fundamentals is needed on a daily basis.
- • Mastery of the “book” is not possible without consistent work on fundamentals.
- • singing is an essential element of musicianship.
- • the physical orientation of how a jazz ensemble is set up relates to the tone production and overall balance of the ensemble.
- • their part, or “book,” is performed only by them and the entire ensemble depends upon their physical, mental, and musical commitment to the ensemble.
- • there are acoustical differences between concert, symphonic, marching, and jazz ensembles that relate to physical space, ensemble size and performance objectives that should be taken into consideration when approaching a rehearsal or performance.
- • varying rehearsal techniques can expose an ensembles weakness or prove its mastery of musical concepts.

Students Will Know

- • demonstrate both aurally and in writing the differences in individual interpretations between common musical elements such as rhythm, dynamics, and articulation.
- • demonstrate the ability to improvise over given harmonic backgrounds.
- • demonstrate understanding of music theory through performance of scales, modes, chord structure, and blues scales.
- • evaluate and critique performances using devised criteria: written; verbal.

- improvise rhythms and melodies within a desired jazz classification.
- listen to and describe the musicianship of recording artists in each of the major classifications of jazz music (ragtime, Dixieland, swing, bebop, cool jazz, hard bop, avant-garde, fusion, contemporary).
- participate in group discussions of the essential questions.
- perform in public.
- recreate recorded examples of improvised solos through associated listening activities in the class text as a means of increasing technical facility.
- sing patterns and articulations.

Students Will Be Skilled At

- Improvising withing a given framework.
- Performing transcriptions of other artists work.
- Providing written or verbal evaluations of performances.
- Public performance of the repertoire learned in class.

Evidence/Performance Tasks

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Learning Plan

- Create warm-up activities to reinforce necessary considerations that are specific to each musical performance.
- Discuss and experience the differences between articulation, rhythmic, and dynamic interpretation of jazz performances.
- Discuss and model jazz theory and improvisation within a particular style of jazz.
- Discuss the essential questions and key concepts prior to reading, rehearsing, or listening to a recording of jazz.

- Evaluate performances aurally and through written expression.
- Group learning activity – Have students create improvised solos within a particular style using learned notation and techniques.
- Group learning activity – Have students rehearse music in small and large group settings.
- Identify and discuss essential areas of instrumental proficiency that influence the performance of jazz.
- Identify and experience acoustical considerations that are unique to the jazz ensemble set up.
- Listen to standard recordings of various jazz charts that are characteristic of jazz prior to reading or rehearsing a new “chart.”
- Perform for each other and for the public.
- Require the students to pass performance exams encompassing fundamentals of instrumental performance.
- Require the students to pass performance exams specific to the songs they are working on.
- Sing – “scat sing,” or recreate elements of rhythm and melody away from musical instruments.
- Writing exercise –– Have students write/recreate notated rhythms in various time signatures appropriate to the desire style.

Materials

- Smartboard
- Student instrument
- Written copies of repertoire
- Written transcriptions of various solos

Suggested Strategies for Modifications

Jazz Band QSAC Accommodations and Modifications

- Have students improvise on songs of varying difficulty to match their level of performance.
- Have students write solos and exercises appropriate to their individual ability level.
- Require different levels of fundamental performance based on experience with melodic and harmonic theory.