

***MONROE TOWNSHIP PUBLIC SCHOOLS  
WILLIAMSTOWN, NEW JERSEY***

***Williamstown High School***



***Jazz Band***

***September 2013***

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## **Monroe Township Public Schools**

### **Philosophy of Education**

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

## **Williamstown High School Mission Statement**

Williamstown High School provides an atmosphere where our students become responsible, productive citizens, and life-long learners.

### **BELIEFS**

Students are responsible for their education and are accountable for their actions and decisions.

Students and staff respect all people regardless of race, color, creed, religion, gender, and sexual orientation.

Students, regardless of learning styles and abilities, need to be challenged and inspired in order to achieve their full potential.

Students and staff are provided a safe and supportive environment in which they can pursue their educational goals.

High expectations are communicated to the students from all members of the school's community.

Effective education is a student, staff, and community partnership, which prepares students for the future in a technologically changing society.

High school personnel serve as catalysts for academic and personal success for all students.

Revised: 2004

# **The Visual and Performing Arts**

## **Philosophy**

The Visual and Performing Arts Department is committed to teaching all students what they need for development of their talents in the areas of art, music and theatre arts. Students should be able to take courses, which enable them to unlock their creative abilities, and then enable them to perform and create in their areas of interest. It is the goal of this department to foster ideals which permit the student to become more artistically self aware through the development of the student's creative abilities, and become more self-assured through the performance process.

Through these basic goals, it is our hope that each student will become more creative in their chosen field of endeavor, and develop into a more self-confident individual, We hope that each student develops an appreciation for the arts and how they can enrich their life and make the a more knowledgeable individual.

Through the course of a student's Visual and Performing Arts education, the student should be able to justify its connection to other subjects and the needs of the society. This realization will serve to enrich the student's abilities and make them a more marketable commodity.

## **Purpose Statement**

Our Visual and Performing Arts Curriculum is constructed to enable a student to obtain training in both theoretical and applied hands on experiences. This will allow the student the opportunity to develop specific skills in bother comprehensive, and applied areas.

The term applied in a broad sense covers all performance groups and all courses, which provide the student with the greatest amount of creativity. Its counterpart is comprehensive which is a study of Visual and Performing Arts as a language of expression.

Jazz Band is a comprehensive course, which focuses on jazz styles and improvisation. Students are afforded the opportunity to study and perform various jazz styles, as well as learn to improvise solos. Individual and group performance in and out of class will be required and evaluated. Students must meet minimum instrumental standards as determined by instructor for public performance.

The students taking this course should have minimum instrumental skills and demonstrate knowledge of music as determined by instructor.

The students will develop an awareness of careers related to content of this course. This will be accomplished through the use of guest speakers, periodicals, and discussion.

## **COURSE ORGANIZATION**

### **Music Technology**

<b>LENGTH OF TIME:</b>	<b>Full Year</b>
<b>NUMBER OF PERIODS PER WEEK:</b>	<b>3</b>
<b>NUMBER OF CREDITS:</b>	<b>3.00</b>
<b>PREREQUISITES:</b>	<b>None</b>
<b>REQUIRED:</b>	<b>Elective</b>
<b>RANK:</b>	<b>Non-Weighted</b>

**WILLIAMSTOWN HIGH SCHOOL  
WILLIAMSTOWN, NEW JERSEY  
COURSE PROFICIENCY REQUIREMENTS**

COURSE: **Jazz Band**

TEACHER: STAFF

CREDITS: 3

WEIGHTED FOR CLASS RANK: No

Pursuant to High school graduation standards Act (NJSA 18A:7, et. seq.) successful completion of this course will require.

- A. Regular attendance as mandated by Board Policy
- B. Mastery of the below content/objectives and achievement of the proficiencies required.

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**OVERVIEW**

**Jazz band** is a comprehensive course, which focuses on jazz styles and improvisation. Students are afforded the opportunity to study and perform various jazz styles, as well as learn to improvise solos. Individual and group performance in and out of class will be required and evaluated. Students must meet minimum instrumental standards as determined by instructor for public performance.

The course is based on the New Jersey Core Curriculum Standards for the Visual and Performing Arts. Each unit is group by a Focus Topic and each topic is reinforced by applicable objectives.

**PROFICIENCIES**

Upon completion of the course the student will be able:

1. To distinguish and understand various Jazz styles
2. To distinguish and understand historical jazz leaders and current jazz trends
3. To distinguish and understand Singing or Playing, alone and with others, a varied repertoire of Jazz music
4. To distinguish and understand Jazz improvising melodies, variations, and accompaniments
5. To distinguish and understand composing and arranging music within specified Jazz guidelines

6. To distinguish and understand reading and notating Jazz music
7. To distinguish and understand listening to, analyzing, and describing varied Jazz music
8. To distinguish and understand evaluating Jazz music and music performances
9. To distinguish and understand relationships between Jazz music, the other arts, and disciplines outside the arts
10. To distinguish and understand Jazz music in relation to history and culture

### **CAREER/OBJECTIVES**

Wherever appropriate, information concerning requirements, qualifications, and opportunities for careers in or related to the field of music will be presented and discussed with the students. Use will be made of Technology, speakers, related audio visual aids, booklets, pamphlets, and published articles and materials.

### **MEASUREMENT OF STUDENT ACHIEVEMENT**

To successfully complete the course a student shall earn a minimum passing grade as outlined by Board of Education policy. The following criteria will be employed to evaluate student's proficiency. 1. Multiple Choice; 2. Essay, 3; Fill-In-Blanks; 4. Open-ended; 5. Writing Samples; 6. auth./Perf. Bases; 7. Problem Solving; 8. Oral Presentations; 9. Self-evaluation; 12. Participation and Discussion; 13. Teacher Observation; 14. Portfolio; 15. Homework; 16. Performance Assessment; 17. Other (Explain).

## Music Department – Scope and Sequence

		<b>AP Music Theory</b>	<b>Music Theory</b>	<b>Band</b>	<b>Choir</b>	<b>Dance</b>	<b>Theatre</b>	<b>Music Technology</b>	<b>Jazz Band</b>
<b>AESTHETICS</b>		X	X	X	X	X	X	X	X
<b>Historical/Cultural Awareness:</b>		X	X	X	X	X	X	X	X
	Dance					X	X	X	X
	Art					X	X	X	X
	Drama					X	X	X	X
	Musical Theater						X	X	X
<b>Evaluation:</b>									
	Self	X	X	X	X	X	X	X	X
	Group	X	X	X	X	X	X	X	X
	Critiquing	X	X	X	X	X	X	X	X
<b>LISTENING SKILLS</b>		X	X	X	X	X	X	X	X
<b>Rhythm:</b>		X	X	X	X	X	X	X	X
	Beat	X	X	X	X	X	X	X	X
	Tempo	X	X	X	X	X	X	X	X
	Meters/Time Signatures	X	X	X	X			X	X
	Note & Rest Values	X	X	X	X			X	X
	Counting & Performing	X	X	X	X			X	X
<b>Sound:</b>		X	X	X	X			X	X
	Pitch/Notation	X	X	X	X			X	X
	Intensity	X	X	X	X			X	X
	Timbre	X	X	X	X			X	X
	Instrument Ranges	X	X	X	X			X	X
	Dynamics	X	X	X	X			X	X



## Music Department – Scope and Sequence

		AP Music Theory	Music Theory	Band	Choir	Dance	Theatre	Music Technology	Jazz Band
<b>Scales:</b>		X	X	X	X			X	X
	Major	X	X	X	X			X	X
	Minor	X	X	X	X			X	X
	Chromatic	X	X	X	X			X	X
	Key Signatures	X	X	X	X			X	X
	Ancient Modes	X	X					X	X
	Diatonic	X	X	X	X			X	X
	Whole Tone	X	X	X	X			X	X
	Pentatonic	X	X	X	X			X	X
<b>Triads/Chords:</b>		X	X	X	X			X	X
	Major	X	X	X	X			X	X
	Minor	X	X	X	X			X	X
	Diminished	X	X	X	X			X	X
	Augmented	X	X	X	X			X	X
	Tonic	X	X					X	X
	Dominant	X	X					X	X
	Chord Forms	X	X					X	X
	Voicing	X	X					X	X
	Sub-Dominant	X	X					X	X
	Dominant Seventh Chord	X	X					X	X
	Secondary Dominant	X	X					X	X
	Seventh Chords	X	X	X	X			X	X
	Inversions	X	X	X	X			X	X

## Music Department – Scope and Sequence

		AP Music Theory	Music Theory	Band	Choir	Dance	Theatre	Music Technology	Jazz Band
<b>Four Part Writing:</b>		X	X					X	X
	Composition	X	X					X	X
	Dictation	X	X						
	Aural Analysis	X	X						
<b>Melodic Line:</b>		X	X	X	X			X	X
	Melodic Movement	X	X	X	X	X		X	X
	Phrases	X	X	X	X	X		X	X
	Breathing	X	X	X	X	X		X	X
	Motives	X	X	X	X			X	X
<b>Triads/Chords:</b>	Melodic Curves	X	X	X	X			X	X
	Melodic Climax	X	X	X	X			X	X
	Melodic Extensions	X	X					X	X
	Passing Tones	X	X					X	X
	Embellishing Tones	X	X					X	X
	Dictation	X	X					X	X
	Aural Analysis	X	X					X	X
<b>Harmonic Progressions:</b>		X	X	X	X			X	X
	Modulations	X	X					X	X
	Cadences	X	X					X	X
	Figured Bass	X	X					X	X
	Dictation	X	X					X	X
	Aural Analysis	X	X					X	X
<b>Careers in Arts:</b>		X	X	X	X	X		X	X
<b>Classroom Performance:</b>		X	X	X	X	X		X	X
<b>Public Performance:</b>		X	X	X	X	X		X	X

**Monroe Township Public Schools**  
**Curriculum Guide Overview**  
 Essential Questions

COURSE NAME: <b><u>Music Technology</u></b>	
New Jersey CCCS	Corresponding Essential Question(s):
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Which appropriate information resources and technologies help us to understand Sound Editing, Recording, and Mastering and to facilitate integration of music with essential skills in other subject areas?
1.2, 1.3, 1.4, 1.5, 1.6	How are visual and performing arts skills used to help us adapt to an ever-changing technological world, and to construct suitable creative expressions of this world in music and the arts?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How do people in other cultures approach and perform music?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How can concepts and skills such as a musical rendering of cultural values, principles of organization, collaboration and design, sense awareness, intuitive understanding and creative thinking be different throughout national and global communities?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How are musical skills used to help us construct suitable creative expressions within the world of dance, theater arts, music and visual arts?
1.1, 1.2, 1.3, 1.4, 1.6	What language skills and concepts are necessary to best adapt to an ever-changing musical world?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	What Perceptual skills are needed to understand and describe musical pieces?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How can using devise criteria for evaluating performances and compositions vary from cultural experience?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	In what ways can two or more art forms convey similar events, scenes, emotions or ideas?
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	How does history play a part in the social aspect of musical culture of a given time period?

## MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

### Focus Topic #1 Student will demonstrate knowledge of: to Distinguish and Understand Various Jazz Styles

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.1.12.B.1	Students will demonstrate analysis techniques for jazz components	2, 3, 4, 5, 6, 7, 9, 10, 11, 13	8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
1.1.12.B.1	Students will demonstrate beat and rhythms of a given musical example	2, 3, 4, 5, 6, 7, 9, 10, 11, 13	8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
1.1.12.B.1	Students will demonstrate knowledge of meter, melody, and dynamics	2, 3, 4, 5, 6, 7, 9, 10, 11, 13	8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
1.1.12.B.1	Students will demonstrate Jazz composition and arranging skills	2, 3, 4, 5, 6, 7, 9, 10, 11, 13	8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
9.4.12.C.(1).3	Students will demonstrate Jazz music software programming	2, 3, 4, 5, 6, 7, 9, 10, 11, 13	8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
1.1.8.B.2	Students will demonstrate instrumental production techniques	2, 3, 4, 5, 6, 7, 9, 10, 11, 13	8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
1.3.8.B.1	Students will demonstrate critical listening skills	2, 3, 4, 5, 6, 7, 9, 10, 11, 13	8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6

## MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

### Focus Topic # 2 Student will demonstrate knowledge of: To Distinguish and Understand Historical and Current Jazz Leaders

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning      9. Reading 2. Teacher Directed            10. Application 3. Study Groups                   11. Lab (report) 4. Technology                    12. Homework 5. Demonstration                13. Field Trip 6. Cooperative Groups         14. Projects 7. Literature Circles            15. Other (explain)	1. Multiple Choice            9. Self-Assessment 2. Essay                            10. Class Survey 3. Fill-In-Blanks                11. Rubrics 4. Academic Prompts        12. Reflective Discussion 5. Writing Samples            13. Performance Tasks 6. Lab Report                    14. Teacher Observation 7. Problem Solving            15. Portfolio	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People
1.2.2.A.1, 2	Students will demonstrate knowledge of how Jazz has function in historical, social, economic, and personal contexts	2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
1.2.2.A.1, 2	Students will demonstrate the effects on various media	2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
1.2.2.A.1, 2	Students will demonstrate occupations related to the Jazz industry	2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
1.2.2.A.2	Students will demonstrate the influence of Jazz in today's world of music	2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6

## MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

### Focus Topic # 3 Student will demonstrate knowledge of: To Distinguish and Understand Singing or Playing, Alone and With Others, a Varied Repertoire of Jazz Music

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.10	Students will demonstrate with singing or playing using technology to accompany or support performance	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
9.4.12.C.10	Students will demonstrate with singing or playing independently and expressively with technology to support performance	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
9.4.12.C.74, 75	Students will demonstrate using technology to learn to sing or play in 2, 3, or 4 part harmony	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
9.4.12.C.74, 75	Students will demonstrate using technology to create musical accompaniments	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6
9.4.12.C.74, 75	Students will demonstrate with performance a understanding of electronic support of accompaniments	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6

## MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

### Focus Topic # 4 Student will demonstrate knowledge of: To Distinguish and Understand Jazz Improvising Melodies, Variations, and Accompaniments

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.75	Students will demonstrate a Improvised “answers” in the same given rhythmic and melodic phrases, using technology as a medium	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6
9.4.12.C.72, 75	Students will demonstrate improvising rhythmic and melodic ostinato patterns and other accompaniments on MIDI equipment	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6
9.4.12.C.53 1.3.12.B.3, 4	Students will improvise short songs and short songs and instrumental pieces using selected instruments	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6
9.4.12.C.53 1.3.12.B.3, 4	Students will improvise in many styles, using technology to alter stylistic changes	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6
9.4.12.C.9 1.3.12.B.3, 4	Students will demonstrate how to create real time improvisations	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6
9.4.12.C.9 1.3.12.B.3, 4	Students will demonstrate how to embellish a given melody to crate a improvised section	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6

## MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

### Focus Topic # 5 Student will demonstrate knowledge of: To Distinguish and Understand Composing and Arranging Music Within Specified Jazz Guidelines

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning      9. Reading 2. Teacher Directed            10. Application 3. Study Groups                  11. Lab (report) 4. Technology                    12. Homework 5. Demonstration               13. Field Trip 6. Cooperative Groups         14. Projects 7. Literature Circles            15. Other (explain) 8. Participation & Discussion	1. Multiple Choice            9. Self-Assessment 2. Essay                         10. Class Survey 3. Fill-In-Blanks               11. Rubrics 4. Academic Prompts        12. Reflective Discussion 5. Writing Samples            13. Performance Tasks 6. Lab Report                  14. Teacher Observation 7. Problem Solving            15. Portfolio 8. Oral Presentation         16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.12.B.2	Students will demonstrate creating and arranging music to accompany readings, dramatizations, or multimedia presentations	2, 3, 4, 5, 6, 7, 10, 11, 12, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 7 - Music
1.4.12.B.3 9.4.12.C.(1).5	Students will demonstrate creating and arranging short songs and instrumental pieces using MIDI equipment	2, 3, 4, 5, 6, 7, 10, 11, 12, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 7 - Music
1.4.12.B.3	Students will demonstrate use of varied sources, such as a sequencer when composing	2, 3, 4, 5, 6, 7, 10, 11, 12, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 7 - Music
1.4.12.B.3	Students will demonstrate the use of software to notate and create “add in” composing	2, 3, 4, 5, 6, 7, 10, 11, 12, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 7 - Music
9.4.12.C(1).5, 6	Students will demonstrate the use of software to compose varied accompaniments	2, 3, 4, 5, 6, 7, 10, 11, 12, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 7 - Music



## MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

### Focus Topic # 6 Student will demonstrate knowledge of: To Distinguish and Understand Reading and Notating Jazz Music

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning      9. Reading 2. Teacher Directed            10. Application 3. Study Groups                  11. Lab (report) 4. Technology                    12. Homework 5. Demonstration               13. Field Trip 6. Cooperative Groups         14. Projects 7. Literature Circles            15. Other (explain) 8. Participation & Discussion	1. Multiple Choice            9. Self-Assessment 2. Essay                         10. Class Survey 3. Fill-In-Blanks            11. Rubrics 4. Academic Prompts       12. Reflective Discussion 5. Writing Samples           13. Performance Tasks 6. Lab Report                  14. Teacher Observation 7. Problem Solving          15. Portfolio 8. Oral Presentation         16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.1.12.B.2	Students will demonstrate reading of standard Jazz notation using given music	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
1.1.12.B.2	Students will demonstrate on the computer to read Jazz pitch notation in several clefs and tonal centers	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
1.3.12.B.1	Students will demonstrate identification of symbols and traditional terms used in Jazz music notation, using technology to facilitate identification	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
9.4.12.C.(1).5	Students will use technology to improve sight reading and theory skills	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
9.4.12.C.(1).5	Students will use software to transpose given standard notation	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
1.3.12.B.1	Students will demonstrate knowledge of arranging for given instruments in standard Jazz notation	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance

## MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

### Focus Topic # 7 Student will demonstrate knowledge of: To Distinguish and Understand Listening To, Analyzing, and Describing Various Jazz Music

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning      9. Reading 2. Teacher Directed            10. Application 3. Study Groups                  11. Lab (report) 4. Technology                    12. Homework 5. Demonstration                13. Field Trip 6. Cooperative Groups          14. Projects 7. Literature Circles            15. Other (explain) 8. Participation & Discussion	1. Multiple Choice            9. Self-Assessment 2. Essay                         10. Class Survey 3. Fill-In-Blanks               11. Rubrics 4. Academic Prompts        12. Reflective Discussion 5. Writing Samples            13. Performance Tasks 6. Lab Report                  14. Teacher Observation 7. Problem Solving            15. Portfolio 8. Oral Presentation          16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.(1).4-6	Students will identify musical form presented on the computer, listening station, or live performance	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 performance
9.4.12.C.(1).4-6	Students will demonstrate perceptual skills by moving, answering questions, and describing examples of music from diverse cultures using technology to facilitate	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 performance
1.1.12.B.2	Students will demonstrate and use appropriate terminology to explain musical Jazz elements and practices	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 performance
9.4.12.C.(1).4-6	Students will demonstrate identification of sounds of a variety of instruments, using MIDI equipment to demonstrate these sounds	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 performance
1.4.12.B.2, 3	Students will demonstrate the elements of music that make a work unique, interesting, and expressive	2, 3, 4, 5, 6, 7, 10, 11, 13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 3, 4, 5, 6 performance

## MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

### Focus Topic # 8 Student will demonstrate knowledge of: To Distinguish and Understand Evaluating Jazz Music and Music Performances

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning      9. Reading 2. Teacher Directed            10. Application 3. Study Groups                  11. Lab (report) 4. Technology                    12. Homework 5. Demonstration               13. Field Trip 6. Cooperative Groups         14. Projects 7. Literature Circles            15. Other (explain) 8. Participation & Discussion	1. Multiple Choice      9. Self-Assessment 2. Essay                    10. Class Survey 3. Fill-In-Blanks        11. Rubrics 4. Academic Prompts    12. Reflective Discussion 5. Writing Samples      13. Performance Tasks 6. Lab Report              14. Teacher Observation 7. Problem Solving       15. Portfolio 8. Oral Presentation    16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.4.12.B.2	Students will devise criteria for evaluating performances and compositions	2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
1.4.12.B.2	Students will demonstrate personal preferences for musical works and styles	2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
1.4.12.B.1, 2	Students will demonstrate personal and professional performances for quality and effectiveness	2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
9.4.12.C.53, 54	Students will demonstrate cooperative learning through critique	2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
9.4.12.C.53, 54	Students will share ideas about personal critiques of shared works and ideas	2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance

**MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN**

**Focus Topic # 9 Students will demonstrate knowledge of: Understanding Relationships Between Jazz Music, the Other Arts, and Disciplines Outside the Arts**

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning      9. Reading 2. Teacher Directed            10. Application 3. Study Groups                  11. Lab (report) 4. Technology                    12. Homework 5. Demonstration               13. Field Trip 6. Cooperative Groups        14. Projects 7. Literature Circles          15. Other (explain) 8. Participation & Discussion	1. Multiple Choice            9. Self-Assessment 2. Essay                        10. Class Survey 3. Fill-In-Blanks            11. Rubrics 4. Academic Prompts      12. Reflective Discussion 5. Writing Samples         13. Performance Tasks 6. Lab Report                14. Teacher Observation 7. Problem Solving         15. Portfolio 8. Oral Presentation        16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.(4).8, 13	Students will demonstrate identification of the ways that other arts and music are related	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
9.4.12.C.74	Students will demonstrate the use of multimedia sound and picture to convey a given mood	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
9.4.12.C.35	Students will compare two or more arts, discovering how materials from each can convey similar events, scenes, emotions, or ideas	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
9.4.12.C.35	Students will create interrelated works with various disciplines	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
9.4.12.C.(4).5, 6	Students will understand careers in Jazz music and their impact on other disciplines	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
9.4.12.C.(4).5, 6	Students will research future careers in outside disciplines which can utilize Jazz education	2, 3, 4, 5, 6, 7, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance

## MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

### Focus Topic # 10 Student will demonstrate knowledge of: Understanding Jazz Music in Relation to History and Culture

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning    9. Reading 2. Teacher Directed        10. Application 3. Study Groups                11. Lab (report) 4. Technology                 12. Homework 5. Demonstration            13. Field Trip 6. Cooperative Groups       14. Projects 7. Literature Circles         15. Other (explain) 8. Participation & Discussion	1. Multiple Choice    9. Self-Assessment 2. Essay                10. Class Survey 3. Fill-In-Blanks    11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples    13. Performance Tasks 6. Lab Report            14. Teacher Observation 7. Problem Solving    15. Portfolio 8. Oral Presentation    16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.(4).5, 6 1.2.12.A.1, 2	Students will demonstrate a use of Jazz to identify by genre or style aural examples of music from various historical periods and cultures	2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
1.3.12.B.4	Students will demonstrate various uses of Jazz in daily experiences	2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
1.3.12.B.4	Students will classify music by genre, style, historical period, etc., and explain the characteristics of each	2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance
1.2.12.A.1, 2	Students will research, identify, and describe roles of Jazz musicians	2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 15-Performance	2, 4, 5, 6, 7 performance

# APPENDIX

# **Jazz Band**

## **Resources**

### **New Jersey Core Curriculum Standards for the Visual and Performing Arts**

#### **Internet/Computer Assisted Exercises**

#### **Various Jazz Compositions and Music Selections**

#### **Computer-Assisted Instruction:**

Band in a Box

MiBAC Music Software

Northfield, MN

#### **Notation Assisted Instruction:**

Finale

Coda Music Technology

Eden Prairie, MN

#### **Sequencing Assisted Instruction:**

Cakewalk

Coda Music Technology

Eden Prairie, MN

#### **Jazz Theory Assisted Drill Exercises**

#### **Music in Theory & Practice Volume I (Sixth Edition):**

Bruce Benward & Gary White

McGraw-Hill, New York, New York

#### **Elementary Harmony (Fourth Edition):**

Robert W. Ohman

Prentice Hall, Englewood Cliffs, New Jersey 07632

#### **Advanced Harmony (Third Edition):**

Robert W. Ohman

Prentice Hall, Englewood Cliffs, New Jersey 07632

## 1. Visual and Performing Arts

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

### .1.1 Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### .1.1.1 A. Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.
2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.
3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

#### .1.1.2 B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.
2. Formulate a personal philosophy or individual statement on the meaning(s) of art.



# 1. Visual and Performing Arts

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

## .1.2 Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

### .1.2.1 A. Dance

1. Demonstrate technical proficiency and artistic application of anatomical and kinesthetic principles in performance.
2. Craft dances with themes that have unity of form and content and demonstrate the ability to work alone and in small groups to create dances with coherence and aesthetic unity.
3. Collaborate in the design and production of a dance work.
4. Outline a variety of pathways and the requisite training for careers in dance.

**AND/OR**

### .1.2.2 B. Music

1. Sing or play musical works from different genres with expression and technical accuracy.
2. Analyze original or prepared musical scores and demonstrate how the elements of music are manipulated.
3. Improvise or compose melodies, stylistically appropriate harmonizing parts and rhythmic accompaniments using a chosen system of notation.
4. Arrange simple pieces for voices or instruments using a variety of traditional and nontraditional sound sources and electronic media.
5. Outline a variety of pathways and the requisite training for careers in music.

**AND/OR**

### **.1.2.3 C. Theater**

1. Create original interpretations of scripted roles demonstrating a range of various appropriate acting styles and methods.
2. Interpret a script by creating a production concept with informed, supported, and sustained directorial choices.
3. Collaborate in the design and production of a theatrical work.
4. Plan and rehearse improvised and scripted scenes.
5. Outline a variety of pathways and the requisite training for careers in theater.

**AND/OR**

### **.1.2.4 D. Visual Art**

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.
2. Perform various methods and techniques used in the production of works of art.
3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.
4. Outline a variety of pathways and the requisite training for careers in the visual arts.

# 1. Visual and Performing Arts

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

## .1.3 Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

### **.1.3.1 A. Dance**

1. Categorize the elements, principles, and choreographic structure of specific dance masterworks.
2. Articulate understanding of choreographic structures or forms such as palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation.
3. Analyze issues of ethnicity, gender, social/economic status, age, and physical conditioning in relation to dance.

**AND/OR**

### **.1.3.2 B. Music**

1. Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.
2. Synthesize knowledge of the elements of music.
3. Identify how the elements of music are utilized in a variety of careers.

**AND/OR**

### **.1.3.3 C. Theater**

1. Describe the process of character analysis and identify physical, emotional, and social dimensions of characters from dramatic texts.
2. Analyze the structural components of plays from a variety of social, historical, and political contexts.
3. Interpret a script to develop a theatrical production concept.
4. Explain the basic physical physical and chemical properties inherent in components of technical theater such as light, color, pigment, scenic construction, costumes, electricity, paint, and makeup.

**AND/OR**

### **.1.3.4 D. Visual Art**

1. Compare and contrast innovative applications of the elements of art and principles of design.
2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.

## 1. Visual and Performing Arts

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

### .1.4 Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **.1.4.1 A. Knowledge**

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).
2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.
3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

#### **.1.4.2 B. Skills**

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.
2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

## 1. Visual and Performing Arts

STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

### .1.5 Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### .1.5.1 A. Knowledge

1. Parallel historical events and artistic development found in dance, music, theater, and visual art.
2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

#### .1.5.2 B. Skills

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.
2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.