

05 - Chapter 9 - Jazz

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **4 - 5 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Music Appreciation - Grade 8 is a course based on the study of how music influences history, culture and societies around the world. Students explore music from a sociological perspective and trace the history and influence music has on cultures. Students gain a basic knowledge of music notation and develop a vocabulary with which to discuss music elements and characteristics.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Jazz is recognized around the world for its rich cultural heritage rooted in the African-American experience. Since its inception in the early 20th century, jazz has contributed to and been a reflection of American culture and is widely considered to be the only truly original American art form.

CONTENT AREA STANDARDS

MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.K-12.1.4.a	know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
TECH.K-12.1.4.d	exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the

	subject under investigation.
TECH.K-12.1.6.b	create original works or responsibly repurpose or remix digital resources into new creations.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
TECH.K-12.1.7.c	contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DA.PK.4.4	View dance from other countries and cultures.
AAAA.K-12.2.7.6	Interpret materials related to the arts, such as fine art, music, drama, and film
AAAA.K-12.2.7.9	Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Jazz is a musical art form created in America.
- There are many different styles of Jazz music which have different musical characteristics.
- Dixieland Jazz started in the American South, especially in New Orleans.
- Swing Music was composed for Big Bands and helped to foster a new dance form around the world.
- Bebop music was written to challenge the musical intellect of the performer and not composed for dancing.
- There are many famous jazz artists.

Procedural Knowledge

Students will be able to:

- Describe the beginnings of jazz.
- Identify the musical characteristics that make jazz a uniquely American music.
- Distinguish among various jazz styles and eras.

- Identify significant jazz musicians.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Teacher/Student Conferences
- Portfolios
- Group Projects

Formative Assessments

- Aural and Visual Identification
- Improvisation and Composition
- Class Notes Creation
- Class Discussions
- Student Generated Questioning

Summative Assessments

- Chapter Written Assessment
- Aural Identification
- Short Essay on Concepts

RESOURCES (Instructional, Supplemental, Intervention Materials)

Primary Texts

DeGraffenreid, Fowler, Gerber, and Lawrence. Music! It's Role and Importance in Our Lives. New York: The McGraw-Hill Companies, Inc, 2006.

Technology Aids

- Live Performances for Critique and Understanding - [Youtube](#)
- Interactive Music Theory exercises at [Music Theory. Net](#)

INTERDISCIPLINARY CONNECTIONS

Visual Performing Arts: Music Appreciation

Career Readiness: Applicable career options are discussed as they arise throughout the course

Social Studies: Current Events and Historical Research

Technology/Multimedia: Google and Research Based Writing

English/Language Arts: Implementation of conventions of Standard English

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.