



Instructor: Aaron Barnes
School: Lincoln
School year: 2008-09

Course number:	1126
Course title:	JAZZ LAB
Subject:	Fine and Performing Arts
Grade level(s):	9, 10, 11, 12
Credits:	1.0
Course description:	<p>Jazz Lab students will study a variety of jazz styles. Students will develop proficiency in jazz through improvisation, jazz theory, technical exercises, listening, transcription, and composition. Performances will include school concerts, festivals, contests, and other functions.</p> <p>Contact Information: Classroom: Band Room (163) Email: abarnes@pps.k12.or.us Phone: (503) 916-5200 x467</p>
Prerequisites:	Prior experience in a musical ensemble and permission of instructor.
Priority standards:	<p>This course addresses the following High School Level Arts Standards (as per the Oregon Department of Education):</p> <ul style="list-style-type: none"> •Create, present and perform works of art •Apply ideas, techniques and problem solving to the creative process and analyze the result •Evaluate one's own work, orally and in writing •Apply critical analysis to works of art •Respond to works of art and give reasons for preferences •Understand the interrelationships among art forms •Understand how events and conditions influence the arts •Distinguish works of art from different societies, time periods and cultures •Explain how a work of art reflects the artist's environment and personal experience within a society or culture, and apply to one's own work •Understand the place of the arts within, and their influences on, society
Schedule of topics/units covered:	<ol style="list-style-type: none"> 1. Theory 2. Improvisation 3. History 4. Repertoire <p>All units are ongoing and concurrent</p>
Academic vocabulary:	

District adopted materials:

None.

Supplemental resources:

- Easy Jazz Conception, by Jim Snidero
- Jazz Conception, by Jim Snidero
- Advanced Jazz Conception, by Jim Snidero
- The Real Easy Book, vols. 1 & 2
- The Real Book
- Jazz, by Ken Burns DVDs
- Jazz Icons DVDs
- Guest speakers and/or artists
- A variety of recordings relevant to jazz music
- A variety of articles and interviews relevant to jazz music

Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):

- Multi-option assignments are frequently used
- Time is used flexibly in accordance with student need
- Extensions are provided
- Multiple materials and resources are provided
- Students are assessed in multiple ways
- Students are able to help other students and help the teacher solve problems
- Use of essential skills to make sense of and understand key concepts and principles is the focus of learning
- Tiered Lessons (tasks assigned by readiness, interest, or learning style)
- Group work involves both heterogeneous and homogenous readiness student groups to meet individual learning level needs
- Curriculum may be “compacted” to ensure students are learning at an appropriate rate.
- Teacher uses more complex and probing questioning strategies to challenge advanced students.
- FLEX time is used to meet one on one with students to meet individual learning needs.

Final proficiencies:

Students must successfully demonstrate technical and musical ability on their instruments while performing assigned exercises and literature.

Career-related learning experiences (CRLEs):

- Field trips
- Guest speakers
- Project-based Learning
- Service Learning

Essential skills to be taught:

- Listen actively and speak clearly
- Apply mathematics
- Think critically
- Personal management and teamwork
- Use technology
- Civic and Community Engagement
- Global Literacy

Essential skills to be assessed:

- Apply mathematics
- Think critically
- Personal management and teamwork
- Use technology
- Civic and Community Engagement
- Global Literacy

Assessment/evaluation/grading policy:

30% Technical Development / Proficiencies
20% Theory and Improvisation
20% Listening Journal / Quizzes
10% Book Report / Project
20% Performances

Technical Development / Proficiency

Technical Development includes all aspects of playing the instrument. Students must demonstrate ability to play scales, arpeggios, and other exercises related to jazz. Understanding in this area transfers to other areas of music, including concert band, theory, and improvisation.

Theory and Improvisation

Improvisation and Theory within the jazz idiom help to separate jazz from other musical art forms. To develop an understanding of theory, students will study the structure of scales, key signatures, and chords. Students will write compositions and arrangements throughout the year.

The improvisational component combines theory, ear training, technical skills, and composition. This unit will include listening to master players and duplicating their work along with composing solos and applying technical exercises to chords and scales studied in the theory section.

Listening Journals / Quizzes

At the beginning of many classes an example of jazz music will be played. Students must maintain a listening journal to be submitted to the director for a grade. Students will also be asked to bring in samples. Quizzes will be given throughout the term.

Project

Students will investigate prominent jazz figures to develop a deeper understanding of jazz and its history. This assignment will require research and a presentation.

Performances

Performances are the culminating event in the performance idiom. Participation in performances is a unique opportunity that cannot be replicated in another setting.

Behavioral expectations:

Students are expected to demonstrate a positive attitude and arrive prepared and on time for each rehearsal and performance. Students who are not able to fulfill these expectations will enjoy a conference with the Band Director.

Safety issues and requirements:

All students are expected to act in a professional and safe manner. While no unsafe activities are planned, students will be encouraged to use common sense and make choices in the best interests of their own safety.

Approved by Peyton Chapman on 9/15/2008.