



Visual and Performing Arts - Music
Grades 9 - 12
Jazz/Rock Improvisation

Dr. Mark Toback, Superintendent

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Visual and Performing Arts - Music 9-12 Jazz/Rock Improvisation
Unit Plan Title:	Developing individual skills in improvisation through enhanced theoretical knowledge and technical instrumental abilities.
Time Frame	40 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

NJSLS Visual and Performing Arts

- Music Composition and Theory (Standard 1.3B)
 - Anchor Standards 1, 2, 4
- Music Ensembles (Standard 1.3C)
 - Anchor Standards 3, 4, 5, 6
- Music Harmonizing Instruments (Standard 1.3D)
 - Anchor Standards 2, 4, 7

NJSLS Career Readiness, Life Literacies, and Key Skills

- Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
- Life Literacies and Key Skills (Standard 9.4)
- Creativity and Innovation
- Technology Literacy
- Anchor Standards for Speaking and Listening

Unit Summary

Students will work to improve their ability to improvise music in the Jazz and Rock idioms. The students will study the historical and cultural influences that shaped Jazz music and explore the theoretical knowledge necessary to improvise effectively.

Standard Number(s)

2020 New Jersey Student Learning Standards – Visual and Performing Arts

- 1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
- 1.3B.12acc.Pr4c: Develop interpretations of works based on an understanding of the use of elements music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creator’s intent.
- 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.
- 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
- 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
- 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- 1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
- 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 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.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- 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.
- 1.3D.12adv.Cr3b: Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
- 1.3D.12acc.Pr4a: Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4c: Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 1.3D.12adv.Re7a: Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
- 1.3D.12adv.Re7b: Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

New Jersey Student Learning Standards for English Language Arts

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. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Question(s)

- What is improvisation in music?
- What skills/knowledge must a performer possess in order to improvise effectively?
- What are the historical and cultural influences that helped shape jazz and rock as musical styles? • What aural skills must be developed to improve and refine improvisational abilities?

Enduring Understandings

- Jazz is the only uniquely American art form.
- Improvisation is a means of self expression within a musical framework.
- Theoretical and stylistic knowledge are essential in order for that self expression to be clearly communicated to other performers or audience members.

		Indicate whether these skills are E - Encouraged, T - Taught, or A - Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills	
X	Global Awareness	E, T, A	Creativity and Innovation
X	Environmental Literacy	T, A	Critical Thinking and Problem Solving
X	Health Literacy	E, T	Communication
X	Civic Literacy	E, T	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/students will understand)

- Students will improve their technical performing abilities
- Students will improve their expressive performing abilities
- Students will learn the necessary music theory knowledge in order to improvise effectively
- Students will understand basic jazz forms and structure
- Students will learn to understand jazz in its historic and cultural context and see it as a constantly evolving art form
- Students will understand that consistent practice/repeat is necessary for continued improvement
- Students will understand that taking chances and controlled failure are necessary components in learning to improvise

Assessments (Pre, formative, summative, other)

Denote required common assessments with an *

Students will be graded weekly on their music theory knowledge and stylistic accuracy. Aural skills will also be assessed and remediated when needed with instruments like the attached quizzes. Student growth and understanding will be valued more than performance ability. Group and individual projects like the one attached will be used to assess progress and understanding as well.

[Quiz #1](#)

[Quiz #2](#)

[Quiz #3](#)

[Quiz #4](#)

Teaching and Learning Activities

<p>Activities</p>	<ul style="list-style-type: none"> ● Lectures ● Discussions ● Demonstrations ● Teacher directed ensemble performance. ● Independent research and projects. ● Cooperative learning activities. ● Individual practice ● Free Jazz ● Chord Worksheet ● Interval Worksheet ● Jazz Improv Research Project ● Final Project
<p>Differentiation Strategies</p>	<ul style="list-style-type: none"> ● Repertoire selected according to student ability and experience level. ● Exercises selected to address student specific needs. ● Audio and visual teaching tools to address specific student needs. ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Students selected goals for writing. ● Level of independence ● Create additional leads and endings for mentor texts ● Consult mentor texts to support writing. ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
<p>Resources</p>	
<ul style="list-style-type: none"> ● Lesson method books ● Listening examples/video examples ● Jazz theory text ● Ensemble literature 	