



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Jazz Band</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<p>Subject Area:</p> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<p>Grade Level(s)</p> <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12				
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Is this classified as a Career Technical Education course?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
<p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">106531, 106532</div> <p>(To be assigned by Educational Services if it's a new course)</p>	<p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>					
<p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">VAPA</td> <td style="width: 50%; padding: 2px;">9292</td> </tr> </table>	VAPA	9292	<p>Was this course <i>previously approved by UC for PUHSD?</i></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <p style="text-align: center;">(Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">F-VAPA</td> <td style="width: 50%; padding: 2px;"><input checked="" type="checkbox"/> Pending</td> </tr> </table>		F-VAPA	<input checked="" type="checkbox"/> Pending
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<p>Submitted by: Matthew Thomas Site: SSC Date: 03/28/24 Email: matthew.thomas@puhsd.org</p>	<p>Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject: Music; Specific Supplementary Auth: Instrumental Music; Specific Subject Matter Auth: Instrumental Music</i> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; text-align: center; padding: 5px;"> Signature </td> <td style="width: 40%; text-align: center; padding: 5px;"> 4/15/2024 Date </td> </tr> </table>		 Signature	4/15/2024 Date		
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<p>Unit Value/Length of Course:</p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:						
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>				
Director of Curriculum & Instruction		09/28/24				
Asst. Superintendent of Educational Services	<i>Kindy Lee Mackamul</i>	4/28/24				
Governing Board						

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
<p>This ensemble consists of student musicians playing at an intermediate to advanced level on woodwinds, brass, and rhythm section instruments such as piano, guitar, bass, and percussion. Students will continue to work on the fundamentals of playing their instrument as well as self-assessment in order to build confidence. Students will be introduced to more advanced musical concepts, including music terminology, music theory, form and score analysis, performance techniques and styles, music history, and music improvisation. Students use a variety of resources and exercises to explore these essential questions:</p> <ul style="list-style-type: none"> • What determines a style of music? • How does culture affect music? • How does the style of music affect the behavior of the audience? • Can you have rhythm without beat?

B. COURSE CONTENT

Course Purpose (REQUIRED):
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>Jazz Band furthers the education of a music student by connecting their performance skills with their ability to investigate and solve musical challenges, using research where necessary. Students will demonstrate independence performing alone and in small groups, making appropriate personal choices of tone, interpretation, and musicality. They will study diverse repertoire, focusing on multi-movement works, 20th century notation, and the music of the Americas. They will develop an expanded knowledge of scales and cadences, create compositions with multiple parts, and evaluate musical performances at an advanced level. They will study instrument development, analyze the role of form in works from different backgrounds, and identify the process of composing for film. Students will have the skills necessary to perform in the professional outside community.</p>

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Unit 1: Music Foundations

During this unit, students will perform with accomplished-level brass, woodwind, and percussion technique. They will modify tone, dynamics, and style based on the style or genre of the work and independently make choices for expression, phrasing, and blend. Students will become more comfortable performing alone and in small ensembles, as well as performing and sight-reading in multiple parts. Students will be exposed to advanced techniques and continue to develop vibrato and instrument-specific technique.

Students will expand their music vocabulary, learning new terminology relating to dynamics, tempo, articulation, technique, and notation. They will recognize seven key signatures, and study fugues and multiple movement compositional forms (e.g. concerto, mass). They will expand their knowledge of intervals and begin to consider harmonic tuning. Students will study the notation for and pitch patterns of melodic minor scales and demonstrate understanding of the three different types of minor scales. Students will play major, dorian, mixolydian, blues, bebop and minor scales in at least seven keys, plus the chromatic scale, using different arrangements of rhythmic values, tempos, articulations, and dynamics.

Assignment

- **Student Performance:** Students will individually perform a representative selection of major, minor (harmonic/natural/melodic), bebop, mixolydian, dorian, blues, and chromatic scales in representative keys. The performance may be either live or recorded and students will be assessed for accuracy of pitch, consistency of rhythm/tempo, quality of tone, and articulation. Students will learn the skills necessary for the professional community.

Unit 2: Music Transcription

During this unit, students will develop aural skills by transcribing more complex solos at an accomplished level. Dictation examples will be more difficult in range, complexity, and length.

Assignment

- **Transcription creation:** Students will create a transcription of both the pitches and the rhythms used in a two-measure accomplished-level example.

Unit 3: Aural Skills

During this unit, students will study more complex modulations and cadences. Students will be able to identify a subtle modulation in an aural example. In addition to perfect authentic and half cadences, they will recognize plagal, deceptive, and imperfect authentic cadences in aural examples.

Assignment

- **Modulation Identification:** Students will identify subtle modulations and all five types of cadences in aural examples on a written test.

Unit 4: Musical Instruments

During this unit, students will compare and contrast the use of instruments in a given piece of repertoire.

Students will determine the historical or cultural reasons for their use (e.g. why use banjo instead of guitar?) and compare them to previous iterations of those instruments (e.g. limitations of the banjo). A variety of instruments from different cultures and historical periods will be researched and discussed.

Assignment

- **Instrument ancestors:** Students will describe the use of instruments and their ancestors/relatives within the context of a given work. Students will be assessed individually or in small groups either by verbal or written means. The task will be measured by depth and insightfulness of student response as determined by the teacher.

Unit 5: Music of North and South America

During this unit, students will compare and contrast at least two musical styles or genres from North America and South America, at least one of which is considered a cultural work. Students will also identify the purpose for that style/genre and how the intended audience would respond (e.g. call and response, jazz).

Assignment

- Students will research a genre of music specific to North America and one specific to South America and use the information to create a chart comparing the two genres, identifying their purpose and describing the audience's response.

Unit 6: Music in Film and Media

Students will analyze the steps taken to compose or arrange music for film and media. Students will work through the composer's process, such as using a visual as inspiration for a musical work, developing themes, trying to match a director's vision, following a strict time schedule, and making sure that aural cues are timed to visual cues.

Assignment

- Students will create a timeline of steps taken when producing music that must line up with video in order to explain how music is composed/arranged for film, television, or media. Students will use their previous years' studies of careers in media and research (where appropriate). Students will be assessed individually or in small groups, and the task will be measured by depth and insightfulness of the student product as determined by the teacher, using a checklist of the minimum number of steps in the timeline.

Unit 7: 20th Century Music

Students will look at the use of modern/non-standard notation, techniques, musical elements, and form in a 20th century piece. Sample elements include graphic notation, harmonics, ornamentation, portamento, and jazz notation (e.g. scoops, bends). Kurt Stone's "Music Notation in the Twentieth Century" may be referenced.

Assignment

- Students will describe the unique methods of notation, techniques, elements, and form in a representative 20th century piece. Students will be assessed individually or in small groups either by

verbal or written means. The teacher will assess the validity of the student response based on a list of 20th century elements found in that piece.

Unit 8: Music Analysis

Students will analyze music from different backgrounds (e.g. early jazz vs. bebop). They will identify the form of the different pieces and note compositional and structural devices within the form (e.g. repeats, modulations). They will describe the social purpose of each form and explain how the audience would respond based on the structures.

Assignment

- Students will analyze in writing the style and structure of two pieces of music from different backgrounds. After a period of study and/or listening, students will determine the form of each piece, including compositional devices. Then they will describe the social purpose of each piece and explain how their structures contribute to the audience's response.

Unit 9: Composition

Students will have the opportunity to create their own music, or arrangement of previously written music, using the style or characteristics of a specific culture (e.g. instrumentation, techniques, ornamentation). Students will use their knowledge of notation, such as their ability to place combinations of rhythms, rests, dynamics, articulations, and pitches to design music of a specific cultural type. Compositions or arrangements at this level will include tempo markings, dynamic markings, and more than one part (i.e. harmony).

Assignment:

- Students will create an accomplished-level composition of at least eight measures, incorporating combinations of rhythms, rests, pitches, and dynamics in at least two parts that use the style or characteristics of a specific culture within parameters set by the teacher. The composition will be assessed through a checklist of musical elements used and whether they were used appropriately. Students will then modify their composition based on feedback from a variety of sources, including the provided checklist, self-evaluation, their peers and/or the teacher. Students will share their composition or arrangement with a peer at least once during the process.

Unit 10: Improvisation

Students will explore accomplished-level improvisation by making more complex personal choices about dynamics, rhythm/rest values, pitches, or articulations using the style or characteristics of a specific culture. Improvisations at this level will include combinations of elements in a variety of keys, showing diversity of dynamics, tempo, rhythms, rests, and articulations.

Assignment:

- Students will create an accomplished-level improvisation by making spontaneous choices to change or modify combinations of musical elements using the style or characteristics of a specific culture within parameters set by the teacher. The improvisation will be assessed by determining whether the students have made a creative choice while remaining within the parameters of the assignment. Students will evaluate their own improvisation using a checklist of musical elements to identify

whether they met the parameters of the assignment. Students will have multiple opportunities to improvise using the same composition in order to refine their work and will share their improvisation with at least one other person.

Unit 11: Music Selection

Students will think critically about music choice and repertoire selection. They will look at a variety of pieces to compare the level of difficulty and instrumentation. They will discuss the impact of performance purpose, event type (e.g. festival), and audience expectation on the selection of new repertoire. They will consider strategies for addressing musical problems and evaluate their effectiveness.

Assignment:

- Students will choose a piece of music that is appropriate to the level of an ensemble based on a variety of criteria, including expressive challenges. Students will give a presentation addressing why they chose their piece, paying specific attention to musical characteristics, performance purpose, and context. They will analyze one possible musical problem and identify at least three strategies that could address it, ranking them in the order they should be implemented.

Unit 12: Performance

Students will understand advanced rehearsal and performance etiquette and be able to adjust to new performance settings, venues, and audiences. They will perform complex pieces from a variety of cultures and historical periods, with contrasting elements, styles, moods, musical periods, and expanded forms, including multi-movement works. The works studied will demonstrate attention to composer intent, expressive qualities, and understanding of style, genre, and mood. Sample repertoire might include the following:

- Down South Camp Meeting - Fletcher Henderson
- Tippin' on the QT - Count Basie
- Boogie Stop Shuffle - Charles Mingus
- Shiny Stockings - Frank Foster
- In a Mellow Tone - Duke Ellington

Assignment

- Students will present a formal performance, either individually or as an entire ensemble. The performance will include at least two contrasting pieces demonstrating proficiency of advanced jazz-ensemble musical skills and techniques.

Unit 13: Performance Evaluation and Critique

Students will critically assess and evaluate musical performances using accomplished-level analysis, terminology, and research. They will provide feedback on their own performances and those of others, incorporating analysis of the interpretation based on the composer's intent. They will identify why a certain musical interpretation should be chosen/used based on musical elements, context, and research.

Assignment:

- Students will use an adjudication rubric that includes an “interpretation” category to describe the strengths and weaknesses of a performance. They will identify why a certain musical interpretation should be chosen/used based on musical elements, context, and research. This task will be assessed by determining whether the students have made valid judgments of the performance and provided commentary, feedback, or evidence that defends their opinion.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Unit 2: Music Transcription

- Students will create a transcription of both the pitches and the rhythms used in a two-measure accomplished-level example.

Unit 3: Aural Skills

- Students will identify subtle modulations and all five types of cadences in aural examples on a written test.

Unit 4: Musical Instruments

- Students will describe the use of instruments and their ancestors/relatives within the context of a given work. Students will be assessed individually or in small groups either by verbal or written means. The task will be measured by depth and insightfulness of student response as determined by the teacher.

Unit 7: 20th Century Music

- Students will describe the unique methods of notation, techniques, elements, and form in a representative 20th century piece. Students will be assessed individually or in small groups either by verbal or written means. The teacher will assess the validity of the student response based on a list of 20th century elements found in that piece.

Unit 9: Composition

- Students will create an accomplished-level composition of at least eight measures, incorporating combinations of rhythms, rests, pitches, and dynamics in at least two parts that use the style or characteristics of a specific culture within parameters set by the teacher. The composition will be assessed through a checklist of musical elements used and whether they were used appropriately. Students will then modify their composition based on feedback from a variety of sources, including the provided checklist, self-evaluation, their peers and/or the teacher. Students will share their composition or arrangement with a peer at least once during the process.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: The Real Book	Edition:
Author: Paul Bley	ISBN:
Publisher: Hal Leonard	Publication Date: 2004
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>

Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<p>Unit 1: Music Foundations</p> <p>Students will individually perform a representative selection of major, minor (harmonic/natural/melodic), bebop, mixolydian, dorian, blues, and chromatic scales in representative keys. The performance may be either live or recorded and students will be assessed for accuracy of pitch, consistency of rhythm/tempo, quality of tone, and articulation. Students will learn the skills necessary for the professional community.</p>

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Unit 12: Performance

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Unit 13: Performance Evaluation and Critique

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Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Direct instruction
- Demonstration and Modeling
- Listening sessions
- Collaborative learning
- Rehearsals

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Teacher observation and feedback

- Solo Performance Assessments
- Ensemble Performance Evaluations
- Sectional Assessments
- Written Assignments
- Self and peer assessments
- Rubrics or evaluation criteria can guide self-assessment and peer assessment processes.
- Sight-Reading assessment