



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Jazz Band
Course Description for Program of Studies	This is a semester based course where students will learn how to perform jazz music together in a small group. Students will learn styles of Salsa, Latin, and Swing to name a few. They will also learn how to perform in modes common to jazz music. This will allow students the opportunity to learn how to improvise and perform solos.
Grade Level	9-12
Pre-requisites	Previous or current enrollment in another ensemble
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Jazz Articulation	Style	Blues Scales	Modes	Tempo	Rhythm	ID in Text
Creating							
MU:Cr1.1 Generate and conceptualize artistic ideas and work.	S		P	P			
MU:Cr2.1 Organize and develop artistic ideas and work.	S						
MU:Cr3.1 Refine and complete artistic work.	S						
Performing							
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	S	S	S	P		P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.		S					
MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P			S	P	S
Responding							

MU:Re7.1 Perceive and analyze artistic work.		S				S	
MU:Re8.1 Interpret intent and meaning in artistic work.		P			S		
MU:Re9.1 Apply criteria to evaluate artistic work.							
Connecting							
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.	S						
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		S					

ESSENTIAL QUESTIONS OF STANDARDS

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do performers select repertoire?
- How do we discern the musical creators' and performers' expressive intent?
- How do performers interpret musical works?
- How do individuals choose music to experience?

ENDURING UNDERSTANDING OF STANDARDS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

UNIT 1: Jazz Articulation

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr1.1. E.Hs novice-	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.		Content Knowledge	Dot tonguing, du tonguing, da tonguing, dit tonguing
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Cr2.1. E.Hs novice.	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Cr3.1. E.Hs novice	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.2. E.Hs	Demonstrate, using music reading skills where appropriate, how the setting and formal	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.		Physical Skill
		X	Product Development
			Learning Behavior
MU:Pr6.1.E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
			Product Development
			Learning Behavior
MU:Cn10.0.E.HSI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior

LEARNING TARGETS

I CAN

- Perform using jazz articulations
- Demonstrate an understanding of jazz articulations..
- Identify and demonstrate different jazz articulations.
- Improvise melodies using various jazz articulations.

UNIT 2: Swing and Straight Styles

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Swing and straight
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
			Physical Skill	All jazz is swing
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

MU:Pr6.1. E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: swing.
- Perform music using swing style.
- Demonstrate an understanding of the difference between swing and straight styles.
- Improvise a melody using swing rhythms.

UNIT 3: Blues

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Blues
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Physical Skill	Major scales
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Major scales
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Major scales
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	

			Learning Behavior	
MU:Pr6.1. E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: blues.
- Perform music using blues style and scale.
- Demonstrate an understanding of the blues.
- Improvise a melody using the blues scales.

UNIT 4: Ballad

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Ballad
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Ballad
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Ballad
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and expressive qualities in prepared	X	Content Knowledge	Ballad
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1.E.Hs intermediate	Identify and support interpretations of the expressive content and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: ballad.
- Perform music using ballad style.
- Improvise a melody ballad style.

UNIT 5: Latin Styles

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Latin style
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
			Physical Skill	Latin=Hispanic
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

MU:Pr6.1. E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: latin.
- Perform music using latin style.
- Demonstrate an understanding of the difference between latin and straight styles.
- Improvise a melody using latin rhythms and styles.

RESOURCES

-Tito Puente

UNIT 6: Samba

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Samba
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Samba
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Samba
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and expressive qualities in prepared	X	Content Knowledge	Samba
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: samba.
- Perform music using samba style.
- Demonstrate an understanding of the difference between samba and straight styles.
- Improv a melody using samba rhythms and style.

UNIT 7: Salsa

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Standards: MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Salsa
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: salsa.
- Perform music using salsa style.
- Demonstrate an understanding of the difference between salsa and straight styles.
- Improvise a melody using salsa rhythms and style.

UNIT 8: Bossanova

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Bossanova
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Bossanova
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Bossanova
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	MU:Pr6.1.E.Hs intermediate Demonstrate attention to	X	Content Knowledge	Bossanova
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: bossanova.
- Perform music using bossanova style.
- Demonstrate an understanding of the difference between bossanova and straight styles.
- Improving a melody using bossanova rhythms and style.

UNIT 9: Rock

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Rock
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
			Physical Skill	Rock is loud and fast
		X	Product Development	COMMON MISCONCEPTIONS
		X	Learning Behavior	Rock is loud and fast
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	MU:Pr6.1.E.Hs intermediate Demonstrate attention to technical accuracy and	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: rock.
- Perform music using rock style.
- Demonstrate an understanding of the difference between rock and straight styles.
- Improvising a melody using rock rhythms and style.

UNIT 10: Funk

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Funk
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Funk
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Funk
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and	X	Content Knowledge	Funk
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: funk.
- Perform music using funk style.
- Demonstrate an understanding of the difference between funk and straight styles.
- Improvise a melody using funk rhythms and style.

UNIT 11: Shuffle

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Shuffle
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Shuffle
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Shuffle
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	MU:Pr6.1.E.Hs intermediate Demonstrate attention to technical accuracy and	X	Content Knowledge	Shuffle
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: shuffle.
- Perform music using shuffle style.
- Demonstrate an understanding of the difference between shuffle and straight styles.
- Improv a melody using shuffle rhythms and style.

UNIT 12: Waltz

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	
MU:Pr4.1. E.Hs intermediate	Select a 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.		Content Knowledge	Jazz Waltz	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS	
			Physical Skill		Waltz is only for dancing
		X	Product Development		
		X	Learning Behavior		
	Content Knowledge				
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge		
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and expressive qualities in prepared	X	Content Knowledge		
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

intermediate	and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: jazz waltz.
- Perform music using jazz waltz style.
- Demonstrate an understanding of the difference between jazz waltz and straight styles.
- Improvising a melody using jazz waltz rhythms and style.

UNIT 13: Scales

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs novice.	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble		Content Knowledge	Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian modes, pentatonic scales, blues scale
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.HSI	Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Cr1.1. E.Hs novice	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	

		Learning Behavior	
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LEARNING TARGETS

I CAN

- Demonstrate understanding of how a blues scale is formed, how modes are formed, how pentatonic scales are formed,
- Perform blues scales in Concert Bb, C, Eb, and F Major Scales, Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian modes, pentatonic scales.
- Improv using a blues scale, modes, and pentatonic scales over chords.

UNIT 14: Identifying in the Text

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	
MU:Pr4.2. E.HSI	Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.		Content Knowledge	mute techniques, pitch bend, turn, lip turn, and squeeze	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	
			Physical Skill		Jazz articulation, key signatures
		X	Product Development		
			Learning Behavior		
MU:Pr6.1. E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	X	Content Knowledge		
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		

LEARNING TARGETS

I CAN

- Identify a glissando, mute techniques, pitch bend, turn, lip turn, and squeeze
- Perform a glissando, mute techniques, pitch bend, turn, lip turn, and squeeze in music
- Demonstrate understanding of a glissando, mute techniques, pitch bend, turn, lip turn, and squeeze

UNIT 15: Tempo

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.Hs novice-	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Swing and ballad
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs novice	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs novice	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

MU:Pr6.1. E.Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Identify swing (132), ballad tempo (60-80), in the music
- Define swing tempo (132), ballad tempo (60-80)
- Perform swing tempo (132) tempo, ballad tempo (60-80) by following a conductor

UNIT 16: Rhythm

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1. E.Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	X	Content Knowledge	Straight 16ths
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re7.1. E.Hs novice	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Perform straight 16th notes when performing swing
- Demonstrate understanding of proper rhythms using swing style.