

Jazz Band Gr 10-12 (MJA1A 10S-40S)

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Prerequisite: Previous Middle and/or High School Concert Band Experience

Course Description: Students learn to perform various styles of jazz music such as blues, swing, Latin and Rock through rehearsal, listening and jazz history. Members of the jazz band also learn the basics of jazz improvisation and arranging. This class is performance focused, and all members are required to participate in a variety of workshops, concerts, tours and festivals, as they are the pinnacle of jazz performance. Previous jazz experience is not required.

Implementation: Through active participation in band class, students will receive instruction in context with traditional jazz band music and styles, based on models of the National Voluntary Curriculum and Standards for Instrumental Music and the Manitoba Music Educator's Curriculum.

Assessment: In accordance with Manitoba Public Education and Manitoba Music Educators, assessment will be determined using Grade Specific Learning Outcomes. Students will be required to demonstrate an understanding of technical skills such as counting, pitch accuracy, rhythm, tone, dynamics, articulations, and musical interpretations as specified by the composer, by playing their assigned parts individually, in a full band rehearsal and in a concert setting. (See attached rubric).

There will be four assessment periods:

1. Fall (Sept to November)
2. Winter (December to end of January)
3. Spring (February to end of March)
4. Year-end (April – last day of June)

Evaluation: A variety of evaluation methods will be used, including student self-evaluations, playing tests, practice logs, public performances and concert repertoire progress evaluations.

Demonstrations: Concert Repertoire Progress Daily Evaluations	40%
Rich Performance Task: Concert Performance Evaluation	40%
Essay: Goals, theory, written work, experiences	20%

Late assignments: All assignments must be submitted on time. The due dates will be posted on the repertoire board in the band room. Late work will not be accepted. This applies to written or playing assignments.

Attendance: Our band is a team. A team can only perform at its best if everyone is on hand to practice. Fortunately, our team practices are scheduled into your school day. Therefore, all students are expected to attend class every day.

Missed Classes: It is the responsibility of the individual student to collect and complete and practice all repertoire and theory work if they miss a class. This applies to all school-related & personal absences.

Missed Performances: Missed performances will earn a “Zero” (0) in Powerschool. To be excused, you must have a doctor’s note or get permission from the school administration for missing a concert due to extreme circumstances or family crisis. ***There are no make-up or alternate assignments for missing a mandatory performance.***

While the band is not a sports team, it functions by the same principles. Every band member has a role, and every role is vital. To perform to our greatest potential all band members must attend. We fulfill our curriculum goals when we prepare and perform our repertoire.

Practice: The responsibility is on you as a member of an advanced team. That means, taking time to practice and learn your part thoroughly, (this is your homework). Your bandmates and I as the conductor will be able to hear whether you are taking time to thoroughly learn your individual part. Each and every one of the parts are important! Our success comes from the entire group knowing their parts and being strong.

Digital Citizenship:

- In general, personal phones, tablets, and other devices are prohibited in and during class.
- Regarding educational use – We may use devices in the classroom for research use.

At the SVRSS the province determines the policy regarding use of personal digital devices. In band and jazz band, there is no place or need for phones, I-pods, tablets or other devices. Your hands are busy (playing an instrument), your eyes are doing double-duty (watching the conductor and looking at your music), your ears are working hard (listening to the rest of the band). You as a student are completely responsible for the creation of pure music with your skills. It is important that your full attention is on the conductor and the band, not on social media. Therefore, devices are to be left in your instrument cases, not brought to your chairs and on your music stands.

Parents are also asked to respect the policy not and message their student during class times. It causes student anxiety when as the student feels obligated to reply, and they know they are breaking the teacher’s a no devices in class rule. If devices are present, students will be asked to turn the device to silent mode and hand it in until the end of the class. I trust everyone will be smart enough to make good decisions regarding devices.

CONCERT ATTIRE: In the world of concert band, formal attire and etiquette are as much a contributor to the overall performance as your musical skills. Therefore, it is essential that you know what is expected of you for all our concert performances.

Black Tops - The concert band's formal attire will consist of a plain black shirt with a full collar, with long sleeves. Please avoid lace, and sheer materials, ruffles and scooped necklines.

Red Tie - All band members wear a red senior concert band tie. To ensure uniformity all students must wear the same tie. They can be purchased from me for a small cost.

Black Bottoms - Black dress pants are to be worn by all (boys and girls). Black jeans are not "good enough" unless they are new and show no signs of wear and do not have yellow or white topstitching. No stretchy, clingy, yoga pants style pants or leggings.

Black Shoes - At the high school level, we strive to keep our concert attire formal and in good taste, just like the professionals. Everyone must wear close-toed dress black shoes and socks. If your shoes have laces, the laces must also be black. Black shoes with white soles or rubber edging are not acceptable.

When we all look good it creates a very positive image of our group.

Fundraising: To keep the band program operating and functional, all band students will be required to participate in our general fundraisers. These provide the budget required for clinics, workshops, and travel. We have the new Swan River Valley Band Parent Fundraising Group who are very excited to assist in this and are organizing the fundraising projects! Students wishing to travel to Northern Band Festival, Parkland Norman Honor Band, BU Jazz Festival, etc., may participate in further fundraising projects as they arise. Those details will be sent home with students upon commitment.

I'm looking forward to making music with you this year!!

Have a great year in Jazz Band!

Grade 9-12 Band Class – A Typical Class Rehearsal

M. Matejka

1. Set-up (5 min.)

- a. students set up their own chairs/stands/music if not already.
- b. begin scales/long tones/exercises/ repertoire review until everyone is set up

2. Warm-up/ Exercises (5-15 min.) – Choose from:

- a. Long tone exercises (*using Bb, Eb, F, C, Ab concert scales*)
 - i. Every degree – whole note
 - ii. Every degree – two half notes
 - iii. Every degree – 4 quarter notes, legato tongue
- b. Articulation exercises (various scale)
 - i. Every degree – 4 quarter notes staccato (short, detached)
 - ii. Every degree – 4 quarter notes accented (emphasized)
- c. Rhythm exercises (various scale)
- d. Method Book Reading Exercises
- e. Chorale tonal warm-up: _____

3. Repertoire Rehearsal (30-40 min.) – on whiteboard board:

a. Previous material:

-
-
-
-
-

b. New material:

-
-
-
-

4. Warm-down (5 minutes if time remains in class)

Repeat any of the warm-up exercises in #2

5. Clean-up

- a. Music in folders, instruments back in cases in shelves or lockers
- b. If it is the last band class on Friday, then the class places chairs in stacks of 5 each; and, music stands are placed in west of room.

Note: You might not be able to get through *everything* on the list above.

Rubric: Daily Demonstration in Performance

CATEGORY	4 - All	3 - Most	2 - Some	1 - Few
Rehearsal / Performance Skills	I was focused, paid attention, listened to and followed instructions always.	I was focused, paid attention, listened to and followed instructions always, but sometimes was distracted by others.	I was focused, paid attention, listened to and followed instructions always, but was easily distracted by others and sometimes distracted others.	I rarely was focused, rarely paid attention, listened to and followed instructions always, Sometimes disruptive to rest of class.
Fluidity (Flow) from Practice	I have practiced my song enough that I don't make mistakes. I can play a song from start to finish without getting lost.	I have practiced my song, but I make a couple of mistakes. I can usually play a song from start to finish without getting lost. If I (rarely) do, I can find my spot again and continue.	Student's performance indicates some practice outside of class, but with little attention to areas of difficulty.	Student's performance indicates there is very little practice outside of class.
Rhythm Accuracy	I played the right rhythms. My notes were the right. 4,3,2,1, 1/8 notes	I played a couple wrong notes, but it didn't make the performance sound bad.	I played a few wrong notes, and you could notice it in the performance.	I played several wrong notes, and it made the performance sound bad.
Pitch	My fingering was always right, no errors. Pitch is very accurate.	One or two wrong fingerings, but it didn't make the performance sound bad.	Several fingering mistakes that were quite noticeable.	Many fingering mistakes. Only a few correct. Very noticeable in performance.
Articulation	I always tongued my notes. The start of all the notes were "ta".	I usually tongued my notes. The start of most of the notes were "ta".	I sometimes tongued my notes. The start of some the notes were "ta".	I rarely tongued my notes. The start of a few of the notes were "ta".
Expression	Compared to how we practiced: My tempo (speed) was steady. My dynamics (louds and softs) were played correctly.	Compared to how we practiced: My tempo (speed) was usually steady. My dynamics (louds and softs) were mostly played correctly.	Compared to how we practiced: My tempo (speed) was sometimes steady. My dynamics (louds and softs) were sometimes played correctly.	Compared to how we practiced: My tempo (speed) was rarely steady. My dynamics (louds and softs) were rarely played correctly.
Tone Quality	Tone is consistently focused, clear, and centered throughout the range (high to low notes) of the instrument. Tone has professional quality. I sounded good.	Tone is focused, clear and centered through the normal playing range of the instrument. BUT the highest or lowest in range sometimes caused tone to be less controlled. Tone quality didn't make the performance sound bad.	Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal playing range. Highest or lowest in range are usually uncontrolled. Sometimes the tone quality made the performance sound bad.	The tone is often not focused, clear or centered regardless of the range being played, took away from the overall performance.

Concert/Jazz Band In-Class/Performance Assessment

Name _____ Gr. _____ Performance _____ Date _____

Self Teacher Peer

A. Skills: Key- *use performance rubric 4,3,2,1* (Wing 1 - Music Language and Performance Skills)

1. Rehearsal/Performance Skills: _____
2. Fluidity (Flow) _____
3. Rhythm Accuracy: _____
4. Pitch: _____
5. Articulation: _____
6. Expression: _____
7. Tone Quality: _____

Total A Skills..... _____/28

B. Participation and Performance: (Wing 4 – Valuing Musical Experience)

Key: 3-Achieved/Surpassed 2-approaching 1-minimal/partial 0-not achieved/none

1. Punctuality: I came on time to the school and warm-up room. _____
2. Dress/Attire: I wore correct attire for the concert. _____
(black/black, no hat, no gum)
3. Materials: I had all my music, instrument, etc. _____
4. Focus/Attitude: I was focused, productive, positive, ready to play, to be there, to have fun (both during when we played and when I was part of the audience.) I wanted to put on a good show. _____
5. BONUS: I volunteered in an extra job (stage crew/door) _____

Total B Participation and Performance..... _____/12

TOTAL A and B..... _____/40

Rubric: Jazz Improvisation

4 - Meeting or Exceeding. In a creative way, explores musical expression by taking risks and experimenting in rhythm, melody, color, shape, form. Develops coherent note choice and patterns with these elements, and are appropriate to key, tonality, and style.

3 - Approaching. Developing note choice and exploration in basic elements of rhythm and melody, but tonality, expression and style are only beginning. Participates in basic expression exercise.

2 - Attempting. Can do an improvised echo with guidance, but there is little creative risk taken in basic musical elements (melody, rhythm). Little evidence of basic expressive improvisation.

1 - Not Meeting. Basic improvised expression exercise incomplete. Little or no evidence of rhythmic or melodic improvisation.