

Dates	Enduring Understanding/Essential Questions	Key Learning/NGSSS	Learning Activities	Possible Resources	Assessments
Grading Period 1	*for entire grading period I can sustain focused attention, respect, and discipline during class rehearsal and performance.	*for entire grading period <a href="#">MU.912.F.3.4</a> <a href="#">MU.912.S.3.4</a>	<ul style="list-style-type: none"> <li>➢ Review basic instrument techniques (tone quality, intonation, fingerings)</li> <li>➢ Establish mentorship program for students learning a second instrument.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Method book, handouts</li> <li>➢ Written expectations, practice rooms, fingering charts</li> <li>➢ Band handbook</li> </ul>	<ul style="list-style-type: none"> <li>➢ Formative assessment</li> <li>➢ Assess improvement of students of secondary instruments with formative assessment</li> </ul>
	I can perform rhythms appropriate for each jazz style accurately and confidently.	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.3.5</a>	<ul style="list-style-type: none"> <li>➢ Teach rehearsal procedure/technique/etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Amplified metronome, recordings</li> </ul>	<ul style="list-style-type: none"> <li>➢ Record rhythm section and play for students for self assessment</li> <li>➢ Formative assessment</li> </ul>
	I can interpret more complex chord changes and improvise over those changes within limited parameters (blues scale, modes, changing chord tones).	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.C.2.3</a> <a href="#">MU.912.S.1.1</a> <a href="#">MU.912.S.2.1</a> <a href="#">MU.912.S.1.4</a>	<ul style="list-style-type: none"> <li>➢ Teach basic rhythm section groove patterns and establish vertical cohesiveness.</li> <li>➢ Teach swing style (triplet feel eighth notes, emphasis of up beats, vocalization of articulations, "lay back" on beat)</li> <li>➢ Teach simple improvisation on major scale and then Bb blues (use blues scale)</li> <li>➢ Teach basic ensemble concepts (section balance, band balance)</li> </ul>	<ul style="list-style-type: none"> <li>➢ Listen to examples of Count Basie, Duke Ellington, Gordon Goodwin using Youtube and other online resources. Use method book exercises for vocalization (doo, daht dit dah)</li> <li>➢ Use method book of choice</li> <li>➢ Use warm up sheet of choice (Chris Sharp, Paul Clark, Michael Sweeney, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>➢ Students take turns improvising. Assess choice of pitches, melodic content, etc.</li> <li>➢ Minor performance to assess ensemble concepts</li> </ul>
	I can develop and demonstrate appropriate ensemble skills (balance, blend, intonation, etc.)	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.3.5</a> <a href="#">MU.912.S.3.2</a>			
	I can perform in three idiomatic styles (swing, Latin, rock/funk), understanding the distinct differences and similarities of each style.	<a href="#">MU.912.S.3.1</a> <a href="#">MU.912.O.3.2</a> <a href="#">MU.912.H.1.3</a> <a href="#">MU.912.H.1.2</a> <a href="#">MU.912.O.1.1</a>			
Grading Period 2	*for entire grading period I can perform in three idiomatic styles (swing, Latin, rock/funk), understanding the distinct differences and similarities of each style.	*for entire grading period <a href="#">MU.912.S.3.1</a> <a href="#">MU.912.O.3.2</a> <a href="#">MU.912.H.1.3</a> <a href="#">MU.912.H.1.2</a> <a href="#">MU.912.O.1.1</a>	<ul style="list-style-type: none"> <li>➢ Strengthen basic instrument techniques (tone quality, intonation, fingerings)</li> <li>➢ Increased focus on performance literature, containing swing, latin, and rock/funk styles. Begin to explore Music Performance Assessment literature choices.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Method book, handouts, and performance literature</li> <li>➢ Performance literature, JWPepper.com, Smartmusic</li> </ul>	<ul style="list-style-type: none"> <li>➢ Formative assessment</li> <li>➢ Formative assessment, "does this piece fit my group?"</li> </ul>
	I can interpret more complex chord changes and improvise over those changes within limited parameters (blues scale, modes, changing chord tones).	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.C.2.3</a> <a href="#">MU.912.S.1.1</a> <a href="#">MU.912.S.2.1</a> <a href="#">MU.912.S.1.4</a>	<ul style="list-style-type: none"> <li>➢ Expand on rhythm section groove patterns, including more complex patterns &amp; breaks.</li> <li>➢ Expand swing style concepts</li> <li>➢ Expand improvisation to include simple chord changes &amp; mixolydian, dorian modes</li> <li>➢ Teach jazz history unit</li> </ul>	<ul style="list-style-type: none"> <li>➢ Method book, literature, amplified metronome, recordings</li> <li>➢ Literature</li> <li>➢ Method book, handouts, and performance literature</li> <li>➢ PBS Ken Burns History of Jazz, Clearwater Jazz Outreach, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Record rhythm section and play for students for self assessment</li> <li>➢ Formative assessment</li> <li>➢ Formative assessment</li> <li>➢ Research paper</li> </ul>
	I understand the historical/cultural/social impact of significant trends in jazz music and the contributions of great jazz musicians and composers.	<a href="#">MU.912.C.1.1</a> <a href="#">MU.912.H.2.1</a> <a href="#">MU.912.H.1.2</a> <a href="#">MU.912.H.1.3</a>			
	I can sustain focused attention, respect, and discipline during class rehearsal and performance.	<a href="#">MU.912.F.3.4</a> <a href="#">MU.912.S.3.4</a>			
	I can use vocalization to interpret jazz articulation and style (doo, daht, dit, dah).	<a href="#">MU.912.S.3.5</a> <a href="#">MU.912.O.3.2</a>			
Dates	Enduring Understanding/Essential Questions*	Key Learning/NGSSS*	Learning Activities	Possible Resources	Assessments
Grading Period 3	*for entire grading period I can interpret simple chord changes and improvise over those changes within limited parameters (blues scale, modes, changing chord tones).	*for entire grading period <a href="#">MU.912.C.2.1</a> <a href="#">MU.912.C.2.3</a> <a href="#">MU.912.S.1.1</a>	<ul style="list-style-type: none"> <li>➢ At return from winter break, reinforce instrumental and ensemble techniques (tone quality, intonation, fingerings, balance, blend, intonation, etc.)</li> <li>➢ Focus on literature for Music Performance Assessment</li> </ul>	<ul style="list-style-type: none"> <li>➢ Warm up sheets, literature</li> <li>➢ Appropriate MPA literature ( One must be swing style). Choose VERY carefully! Use input from experienced colleagues, JWPepper.com, Smartmusic, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Formative assessments</li> <li>➢ Guest conductors assess, make recordings and assess with the FBA adjudicator sheet</li> </ul>
	I can perform rhythms appropriate for each jazz style accurately and confidently.	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.3.5</a>	<ul style="list-style-type: none"> <li>➢ Teach finer details of musical expression and stylistic interpretation</li> </ul>	<ul style="list-style-type: none"> <li>➢ Performance literature</li> </ul>	<ul style="list-style-type: none"> <li>➢ Successful performances at All-County Jazz Band auditions</li> </ul>
	I can develop and demonstrate appropriate ensemble skills (balance, blend, intonation, etc.)	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.3.5</a>	<ul style="list-style-type: none"> <li>➢ Expand improvisation to include more complex chord changes using a greater variety of pitches</li> </ul>	<ul style="list-style-type: none"> <li>➢ All-County Band audition, literature</li> </ul>	<ul style="list-style-type: none"> <li>➢ Assess student responses to adjudicator comments</li> </ul>
	I can transfer expressive elements and performance techniques from one piece to another and one style to another.	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.2.2</a> <a href="#">MU.912.S.3.5</a> <a href="#">MU.912.O.3.2</a>	<ul style="list-style-type: none"> <li>➢ Review adjudicator's sheets and recordings from Music Performance Assessment</li> <li>➢ Compare live performances from other jazz ensembles at Music Performance Assessment</li> </ul>	<ul style="list-style-type: none"> <li>➢ Adjudicator sheets, recordings, document camera, projector</li> <li>➢ Copy blank adjudicator sheets</li> </ul>	<ul style="list-style-type: none"> <li>➢ Assess quality of student observations and comments</li> </ul>

Grading Period 4	I can evaluate a quality performance by comparing a recording or live performance.	<a href="#">MU.912.C.2.2</a> <a href="#">MU.912.C.3.1</a>	ASSESSMENT		
	<b>*for entire grading period</b> I can perform in three idiomatic styles (swing, Latin, rock/funk), understanding the distinct differences and similarities of each style.	<b>*for entire grading period</b> <a href="#">MU.912.C.1.1</a> <a href="#">MU.912.S.3.1</a> <a href="#">MU.912.O.3.2</a>	<ul style="list-style-type: none"> <li>➤ Continue expanding techniques, rhythms, styles, and improvisation opportunities through repertoire.</li> <li>➤ All-State Jazz Band audition for next school year</li> </ul>	<ul style="list-style-type: none"> <li>➤ Spring concert literature</li> <li>➤ Audition materials released from FBA in May</li> <li>➤ EOC review materials</li> </ul>	<ul style="list-style-type: none"> <li>➤ Quality and creativity of spring concert performance</li> <li>➤ Successful performances at All-State Jazz Band auditions</li> <li>➤ EOC</li> </ul>
	I can perform rhythms appropriate for each jazz style accurately and confidently.	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.3.5</a>	<ul style="list-style-type: none"> <li>➤ Review for EOC</li> </ul>		
	I can develop and demonstrate appropriate ensemble skills (balance, blend, intonation, etc.)	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.3.5</a>			
	I can transfer expressive elements and performance techniques from one piece to another and one style to another.	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.2.2</a> <a href="#">MU.912.S.3.5</a> <a href="#">MU.912.O.3.2</a>			

Dates	Enduring Understanding/Essential Questions	Key Learning/NGSSS	Learning Activities	Possible Resources	Assessments
Grading Period 5	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?
	➤ ?	➤ ?	➤ ?	➤ ?	➤ ?