

Pinellas County Schools Key Learnings for Jazz Ensemble 1

The Next Generation Sunshine State Standards guide the curriculum for all courses offered in our public schools. While these provide a clear picture of what students should learn conceptually from a course, translating them into actual classroom practice can be a challenging task. The Pinellas County Schools Key Learnings are designed to assist teachers by distilling the most critical elements of the standards into a user-friendlier format.

The state course descriptions divide this class into 4 distinct levels. The state course description is included on the first page of each level in this document, but the general design is:

Jazz Ensemble 1
Jazz Ensemble 2
Jazz Ensemble 3
Jazz Ensemble 4 Honors

In a very small program, all levels may have to be included in one class period. This is not recommended, but probably necessary. Larger programs will have lower level classes (Jazz Ensembles 1 and 2) and upper level classes (Jazz Ensembles 3 and 4), which are more workable. The largest programs will have multiple classes more aligned to the state courses, but will still have a combination of levels.

The Pinellas County Schools Key Learnings for this course break the Standards down into ten key areas. Thorough, in-depth study for mastery of these ten specific areas should make up the majority of conceptual instruction. Links to each of the aligned state benchmarks are provided for these ten areas. A variety of assessment forms and teaching resources are provided. The resource links are part of a living document and will be enhanced and expanded continually. All Pinellas County Performing Arts Teachers are encouraged to submit resource items throughout the year.

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Pinellas County Schools Key Learnings

Jazz Ensemble 1

State Course Description:

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Upon successful completion of this course, the student may truthfully say:

1. I can perform in three idiomatic styles (swing, Latin, rock/funk), understanding the distinct differences and similarities of each style.
2. I can interpret simple chord changes and improvise over those changes within limited parameters (blues scale, modes, changing chord tones).
3. I understand the historical/cultural/social impact of significant trends in jazz music and the contributions of great jazz musicians and composers.
4. I can identify the idiomatic styles and subgenres of jazz music by listening to recordings and live performances.
5. I can sustain focused attention, respect, and discipline during class rehearsal and performance.
6. I can use vocalization to interpret jazz articulation and style (doo, daht, dit, dah).
7. I can perform rhythms appropriate for each jazz style accurately and confidently.
8. I can develop and demonstrate appropriate ensemble skills (balance, blend, intonation, etc.)
9. I can transfer expressive elements and performance techniques from one piece to another and one style to another.
10. I can evaluate a quality performance by comparing a recording or live performance.

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	Pinellas County Schools High School Band 1 Key Learnings Teacher Planning Tool	NGSSS Code
1	I can perform in three idiomatic styles (swing, Latin, rock/funk), understanding the distinct differences and similarities of each style.	LAFS.910.WHST.3.9 MU.912.C.1.1 MU.912.S.3.1 MU.912.O.3.2
2	I can interpret simple chord changes and improvise over those changes within limited parameters (blues scale, modes, changing chord tones).	LAFS.910.RST.2.4 LAFS.910.WHST.3.9 MU.912.C.2.1 MU.912.C.2.3 MU.912.S.1.1
3	I understand the historical/cultural/social impact of significant trends in jazz music and the contributions of great jazz musicians and composers.	MU.912.C.1.1 MU.912.H.2.1 MU.912.C.1.1
4	I can identify the idiomatic styles and subgenres of jazz music by listening to recordings and live performances.	MU.912.C.1.1 MU.912.C.1.1
5	I can sustain focused attention, respect, and discipline during class rehearsal and performance.	DA.912.S.2.1
6	I can use vocalization to interpret jazz articulation and style (doo, daht, dit, dah).	LAFS.910.RST.2.4 LAFS.910.WHST.3.9
7	I can perform rhythms appropriate for each jazz style accurately and confidently.	LAFS.910.RST.2.4 LAFS.910.WHST.3.9 MU.912.C.2.1 MU.912.S.3.5
8	I can develop and demonstrate appropriate ensemble skills (balance, blend, intonation, etc.)	MU.912.C.2.1 MU.912.S.3.5

9	I can transfer expressive elements and performance techniques from one piece to another and one style to another.	MU.912.C.2.1 MU.912.S.2.2 MU.912.S.3.5 MU.912.O.3.2
10	I can evaluate a quality performance by comparing a recording or live performance.	LAFS.910.SL.1.2 MU.912.C.2.2 MU.912.C.3.1

Next Generation Sunshine State Standards Big Ideas:

1. C – Critical Thinking and Reflection
2. S – Skills, Techniques, and Processes
3. O – Organizational Structure
4. H – Historical and Global Connections
5. F – Innovation, Technology, and the Future

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