

LOCALLY DEVELOPED COURSE OUTLINE

Instrumental Jazz (2021)15-3

Instrumental Jazz (2021)15-5

Instrumental Jazz (2021)25-3

Instrumental Jazz (2021)25-5

Instrumental Jazz (2021)35-3

Instrumental Jazz (2021)35-5

Submitted By:

The Calgary School Division

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Developed	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Developed	Authorization	G10

Course Description

Instrumental Jazz 15-25-35 is the study of a uniquely North American art form and offers students the opportunity to study the jazz idiom both as a subject in its own right, and as an integral part of the Fine Arts program. Instrumental Jazz 15-25-35 is process driven and is designed as an extension to the Instrumental Music 10-20-30 program, allowing for a deepening of musical skills and new understandings in a performance environment. By working collaboratively in an ensemble setting, students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of jazz repertoire, students experience the many historical periods and styles presented by master musicians, composers and arrangers.

Instrumental Jazz 15-25-35 requires a facility with engineered acoustics appropriate for amplified music performance and space to accommodate the ensemble and their equipment. Additionally, acoustically acceptable practise rooms for individualized/small group practice and sectionals are required. Equipment required includes an appropriate instrument standard.

This course has the following health and safety requirement:

There are physical health risks (hearing) related to teaching and learning within the music classroom. Musicians can mitigate this risk by wearing musician's hearing plugs. Music educators should follow complete routine audiometric testing in accordance with OH&S and Board policies.

Course Prerequisites

15: Instrumental Music 10 / None

25: Instrumental Music 20 AND Instrumental Jazz 15

35: Instrumental Music 30 AND Instrumental Jazz 25

Sequence Introduction (formerly: Philosophy)

Jazz is unique musical expression that is recognized as an art form worthy of specific study. Emerging from the roots of jazz are a variety contemporary musical styles that have synthesized into a recognized genre that includes improvising and ensemble playing. The jazz tradition of improvising is, in essence, composing spontaneously, and requires a complete knowledge of historical performance practice, tonal harmony, jazz theory and form, rhythmic and melodic figures, articulation and tone. Ensemble playing requires the same understanding while learning to read and perform other's compositions. Through this musical form students are asked to demonstrate not only technical skill, but creativity in expressing original ideas.

Student Need (formerly: Rationale)

Instrumental Jazz 15-25-35 offers students the opportunity to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In high school, the Instrumental Jazz 15-25-35 program is a specific discipline and plays an integral part of the Music programs offered to students.

This course is process-driven and gives students the opportunity to focus their learning by exploring and experiencing skills necessary to understand and communicate musically, culminating with performance opportunities. Students will experience the many historical periods and styles characterized by master musicians, composers, and arrangers. This genre is extremely demanding in that it creates opportunities for students to work independently and collaboratively as critical thinkers, performers, and artists. The ensemble and improvisational nature of Instrumental Jazz 15-25-35 fosters creative collaboration, problem-solving and individual responsibility.

Scope and Sequence (formerly: Learner Outcomes)

Instrumental Jazz 15-25-35 provides specific opportunities for the exploration of the unique qualities and skills of jazz musicians. In Instrumental Jazz 15-25-35 students will develop an understanding of, apply, and creatively adapt the aural history of jazz music that has been passed down since its inception in the early 20th Century. Students develop understanding related to complex harmonic structures, chord progressions, rhythmic patterns, stylistic interpretation, and the innovative world of improvisation. Skills sets introduced in the Instrumental Music 10-20-30 courses provide the basis of understanding that in this course will be applied to the unique genre of Jazz.

The learning outcomes of Instrumental Jazz 15-25-35 are intended to be achieved through performance, reflection, and discussion

Guiding Questions (formerly: General Outcomes)

- 1 How can students demonstrate musical skills through rehearsal and performance of diverse stylistic and musical elements unique to jazz?**
- 2 How can students demonstrate creativity and self-expression through musical improvisation?**
- 3 How can students critically reflect upon and respond to the performance of jazz music?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can students demonstrate musical skills through rehearsal and performance of diverse stylistic and musical elements unique to jazz?	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Identify the theoretical underpinnings, forms, and playing roles within the jazz idiom.	X X
1.2 Explain the theoretical underpinnings, forms, and playing roles within the jazz idiom.	X X
1.3 Analyze the theoretical underpinnings, forms, and playing roles within the jazz idiom.	X X
1.4 Demonstrate basic musical techniques specific to jazz styles.	X X X
1.5 Model intermediate musical techniques specific to jazz styles.	X X
1.6 Refine musical techniques specific to jazz styles.	X
1.7 Describe the unique variables associated with live performance including audience, hall, environment.	X
1.8 Recognize and respond to the unique variables associated with live performance including audience, hall, environment.	X X
1.9 Respond appropriately to the unique variables associated with live performance including audience, hall, environment.	X X
1.10 Model and explain an appropriate response to the unique variables associated with live performance including audience, hall, environment.	X
2 How can students demonstrate creativity and self-expression through musical improvisation?	15-3 15-5 25-3 25-5 35-3 35-5
2.1 Utilizing beginner aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.	X X

2.2 Utilizing intermediate aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.	X X
2.3 Utilizing advanced aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.	X X
2.4 Identify and demonstrate standard chord progressions, such as the 12 bar Blues form, ii-V-I, and chord/scales specific to jazz improvisation.	X X
2.5 Identify and demonstrate intermediate chord progressions, such as Rhythm Changes, and chord/scales specific to jazz improvisation.	X X
2.6 Identify and demonstrate advanced chord progressions and chord/scales specific to jazz improvisation.	X X
2.7 Apply original vocabulary inspired by jazz masters.	X X X
2.8 Create original vocabulary inspired by jazz masters.	X X
2.9 Create and refine original vocabulary inspired by jazz masters.	X

3 How can students critically reflect upon and respond to the performance of jazz music?	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Listen to and respond to the performance of jazz music, including the jazz masters.	X X
3.2 Listen to, and explain examine a jazz performance, including the jazz masters.	X X
3.3 Listen to and analyze a jazz performance, including the jazz masters, utilizing appropriate jazz terminology.	X X
3.4 Critique a jazz performance and articulate a musical response.	X
3.5 Develop articulations/syllables, such as “doodle-lah” and “dat” to explain the unique language of jazz masters.	X X
3.6 Analyze the unique language of jazz masters through play-back/along.	X X
3.7 Critique the unique language of jazz through discussion of the style and recordings of Jazz masters.	X X
3.8 Demonstrate understanding of jazz elements by transcribing jazz performances.	X X X

Facilities or Equipment

Facility

- A facility large enough to accommodate a 25-member ensemble and their equipment
- Engineered acoustics in the room that is appropriate for amplified music performance. This acoustical requirement is essential for the delivery of the course content as well as the health and well-being of students and teaching staff.
- Practice rooms or modules for individualized small group practice and sectionals

Facilities:

Equipment

An appropriate instrument standard based on student enrollment is required

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

There are physical health risks (hearing) related to teaching and learning within the music classroom. Musicians can mitigate this risk by wearing musician's hearing plugs. Music educators should follow complete routine audiometric testing in accordance with OH&S and the Board policies.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

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Instrumental Music 10-20-30

Identified Overlap/Similarity

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Instrumental skills are developed and refined in both Instrumental Music and Instrumental Jazz 15-25-35

Reasoning as to Why LDC Is Necessary

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Individual musical skills developed in Instrumental Music are reinforced, enhanced, and applied through participation in Instrumental Jazz 15-25-35. In Instrumental Jazz 15-25-35, students develop and refine specific contemporary skills, such as improvisation, that are unique to the Jazz idiom. Instrumental Jazz 15-25-35 students develop the ability to collaborate with ensemble members and respond to Jazz performances as a means of fulfilling the goals of the Jazz ensemble.

Locally Developed Courses with Overlap and/or Similarity

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Band 15-25-35

Identified Overlap/Similarity

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Collaborative musicianship is developed and refined in Instrumental Jazz 15-25-35 and Band

Reasoning as to Why LDC Is Necessary

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In Instrumental Jazz 15-25-35, students develop and refine specific contemporary musical skills that are unique to the Jazz idiom. Instrumental Jazz 15-25-35 students develop the ability to collaborate with ensemble members and explore the unique qualities and skills of jazz musicians. Students also develop an understanding of, apply, and creatively adapt the history of jazz music.

Student Assessment

No identified student assessment.

Course Approval Implementation and Evaluation

No specific processes.

