

Clermont Middle School Instrumental Music Department - Allen J. Venezia, Director of Bands

Band 4 - Jazz Ensemble

Quarter 4 - Technology and Life Applications

Benchmark(s): DA.68.S.2.1; MU.68.C.1.3; MU.68.F.2.1; MU.68.F.2.2; MU.68.F.3.3; MU.68.H.1.3; MU.68.H.2.1; MU.68.H.2.2; MU.68.S.3.3; MU.68.S.3.4; MU.68.S.3.5; MU.68.S.3.6

Objective(s): The students will demonstrate knowledge of class room rules and procedures. The students will demonstrate the fundamentals of instrumental performance and ensemble performance guidelines. The students will identify fundamental jazz style. The students will, on their given instrument, improvise over a chord progression. The students will identify composers and periods of jazz history. The students will site life applications of music.

Essential Questions: Why is performance in a concert important? How is jazz band stage and audience etiquette the same and diferent from that of a concert band? How does the study of jazz music affect musicianship? Why is continued listening, study and performance of jazz important?

Bellwork: Sit and softly work on long tones and lip slur exercises.

Vocabulary: Augumented Interval, Bend, Closed Plunger, Cut-off Indication, Diminished Seventh (interval), Diminished Triad, Doit, "Du-Dah-Dit-Daht"

Lesson Plans - Band 4

Quarter 4

Class Activities: 1) Jazz Warm-Ups; 2) 10 Minute Jazz Warm-Ups; 3) Blues Warm-Ups and Workouts; 4) Rehearse music for upcoming performances; 5) Listen to Recordings.

Materials: Black Band Binder, Essential Elements for Jazz Ensemble book, Pencil, Recordings for Listening.

Assignments / Homework: Students will be expected to practice at home for mastery of music and skills. Regular use of CHARMS, the online communication and calendar system, is required.

Performance Assessments: Playing assessments will be given periodically and announced at least a week ahead of time. Students will be expected to participate in all "Flight of Sound" Jazz Ensemble school and community performances.

Accommodations: ESOL and ESE students are placed near section leaders to assist with modifications. Director and student leaders give extra music reviews and music vocabulary assistance. Students also take playing tests and written quizzes with appropriate modifications (i.e., extra time, teacher assistance and retakes, if necessary). Students are selectively placed within sections to encourage participation.