

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Music

COURSE TITLE: Jazz Band

GRADE LEVEL: Grade 9 – 12

PREREQUISITES: Students can enroll in jazz band if they are currently enrolled in High School Band, and have completed the jazz band placement test that takes place in May.

COURSE DESCRIPTION: There are two jazz bands: an advanced group (Jazz I) and an intermediate group (Jazz II). An audition in May will determine placements. Jazz Band rehearses Tuesday nights during first quarter and 7:00 a.m. on Monday, Wednesday, and Friday after first quarter. The Jazz I will continue Tuesday night rehearsals throughout the year. Many aspects of jazz will be discussed though a major emphasis will be placed on rehearsing the many varieties of big band music. Jazz improvisation will also be a major emphasis.

CONTENT STANDARDS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Jazz Band should be able to . . .

Content Standard I. Sing or perform on instruments alone and with others, a varied repertoire of music.

Benchmark: Perform alone on instruments (or with others) a varied repertoire.
Perform assigned part in an ensemble.

Content Standard II. Read and notate music.

Benchmarks: Demonstrate the ability to read and perform rhythm in a variety of literature.
Read and perform melodic components of literature.
Demonstrate the ability to read and perform articulations in a variety of literature.
Sight read accurately and expressively.

Content Standard III. Listen to, analyze, and describe music.

Benchmark: Analyze examples of a varied repertoire of music.
Demonstrate knowledge of the technical vocabulary of music.
Evaluate a performance, composition, arrangement, or improvisation.

Content Standard IV. Understand music in relation to culture and careers.

Benchmarks: Recognize the valid and natural links between the arts and other existing disciplines.
Recognize music from other cultures.
Identify various roles that musicians perform.
Perform selections of Western music genres.



**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Music
COURSE TITLE: Instrumental Music
GRADE LEVEL: Grade 9 – 12
PREREQUISITES: Successful completion of 8th grade band and completion of the Advanced Beginner level of the Individual Developmental Performance Record, or pre-approval of director.

CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS:

Standard I: Sing or perform on instruments alone and with others, a varied repertoire of music. The students of Urbandale Community School District's Jazz Band should be able to . . .

Benchmark: Perform alone on instruments (or with others) a varied repertoire.

Indicators: A: Identify and perform dynamic contrast, tempo, phrasing, articulation as notated in music.
A: Demonstrate proper embouchure, playing position, instrumental technique, and posture.
A: Show prompt and regular attendance to lessons.

Assessments: Teacher observation of identified criteria
Attendance record
Verbal self-evaluation

Benchmark: Perform assigned part in an ensemble.

Indicators: A: Demonstrate balance, intonation, dynamic contrast, and tempo as notated in music.
A: Phrase and articulate musical selections in an ensemble setting.
A: Show prompt and regular attendance to rehearsals and performances, and accountability to the group.

Assessments: Teacher observation of identified criteria
Attendance record
Concert performances
Jazz Band performance ballot

Standard II. Read and notate music. The students of Urbandale Community School District's Jazz Band should be able to . . .

Benchmark: Demonstrate the ability to read and perform rhythm in a variety of literature.



- Indicators: A: Identify and play various rhythmic patterns using the following fundamental note values: sixteenth and sixteenth/eighth combinations.
 I: Identify and play various rhythmic patterns using the following fundamental note values: dotted eighth/sixteenth and triplets.
 I: Identify and play various rhythmic patterns using the following fundamental note values: rhythms associated with asymmetric meters.
 D: Analyze and define meter and tempo indications: 3/8, 6/8, Allegretto.
 A: Analyze and define meter and tempo indications: 2/2, moderato, rallentando, ritardando, a tempo.
 A: Use a counting system properly (1e+a and 1-la-li).
 I: Identify and perform 2-5-1 chord progression.

Assessment: Teacher observation of identified criteria
 Verbal self-evaluation
 Performances (e.g. concerts, rehearsals)

Benchmark: Read and perform melodic components of literature.

- Indicators: A: Identify notated pitches and demonstrate on instrument.
 D: Identify and perform all twelve major keys.
 I: Identify and perform relative minor keys.
 A: Identify important melodic ideas (eg, melody, harmony, accompaniment).
 D: Identify and perform diatonic scale patterns.
 D: Display a continuing refinement of tone quality.
 I: Identify and perform guide tones.
 I: Identify and perform 2-5-1 chord progression.

Assessment: Teacher observation of identified criteria
 Verbal self-evaluation
 Performances (e.g. concerts, rehearsals)

Benchmark: Demonstrate the ability to read and perform articulations in a variety of literature.

- Indicators: A: Identify and play the fundamental articulations (staccato, legato, accent, marcato, sforzando).
 A: Identify and play jazz articulations.

Assessment: Teacher observation of identified criteria
 Verbal self-evaluation
 Performances (e.g. concerts, rehearsals)

Benchmark: Sight read accurately and expressively.



Indicators: A: Examine literature for notes, rhythms, key and time signatures, articulations, tempo markings, form.
I: Sight read selected literature at an intermediate level.

Assessment: Teacher observation of identified criteria
Verbal self-evaluation

Standard III. Listen to, analyze, and describe music. The students of Urbandale Community School District's Jazz Band should be able to . . .

Benchmark: Analyze examples of a varied repertoire of music.

Indicators: D: Explain style of a piece (e.g., blues, AABA, Latin).

Assessments: Class discussion

Benchmark: Demonstrate knowledge of the technical vocabulary of music.

Indicators: A: Demonstrate knowledge and application of terms (e.g., dynamics, repeats, 1st and 2nd endings).
A: Demonstrate knowledge and application of terms (e.g., DC, DS, al Coda, al Fine).

Assessments: Teacher observation of identified criteria
Performances (e.g. concerts, rehearsals)

Benchmark: Evaluate a performance, composition, arrangement, or improvisation.

Indicators: D: Determine criteria on which to evaluate performances.
D: Update criteria as abilities of students and expectations increase.
D: Identify and comment on technical qualities and overall effect of the performance.

Assessments: Class discussion
Verbal/written self and peer evaluation
Examination of rubrics or ballots

Standard IV. Understand music in relation to culture and careers. The students of Urbandale Community School District's Jazz Band should be able to . . .

Benchmark: Recognize the valid and natural links between the arts and other existing disciplines.

Indicators: D: Demonstrate an understand of the relationship between music and other subject matter (e.g., math & rhythm)



Assessments: Class discussion

Benchmark: Recognize music from other cultures.

Indicators: D: Show an understanding for music from other cultures.

Assessments: Class discussion

Benchmark: Identify various roles that musicians perform.

Indicators: D: Recognize the value of being a life-long performer or consumer of music.

Assessments: Class discussion

Benchmark: Perform selections of Western music genres.

Indicators: D: Perform music representative of the various Western music genres.

Assessments: Performances (e.g., concerts, rehearsals)

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

