

BOOKER HIGH SCHOOL
COURSE SYLLABUS

JAZZ ENSEMBLE/JAZZ COMBO

Ned Rosenblatt

Course Description

Goal of the Course

The Jazz Ensemble class emphasizes continued technical training, rehearsal, and performance of literature written for Big Band and Jazz Combo for students who have successfully passed an audition. Emphasis is placed on the reading, improvisation, study, and performance of quality jazz literature and transcriptions of high artistic merit while continuing to reinforce those technical and personal skills gained from previous instrumental study. The student will gain familiarity with the standard high school, college, and professional level jazz literature over a four year period.

Enhanced curriculum assignments will take the form of required readings of professional journal articles pertaining to pedagogical techniques specific to each instrument, common wind and percussion pedagogical materials, instructional video presentations, content specific books and book excerpts, and the promotion of individual student solo and small ensemble performance and repertoire study.

Performance Standards

Course Objectives:

Students will have met the course objectives when they develop or continue to improve the following skills:

- The ability to follow both verbal and visual directions of the instructor including regular teacher, student teacher, adjunct, or guest conductor.
- Demonstrate in all rehearsals and performances the correct playing position and posture that meet teacher defined criteria.
- Tune his/her instrument by the elimination of beats.
- Demonstrate correct breath control and embouchure setting by performing with a tone quality deemed satisfactory for his/her level of experience by the teacher.
- Demonstrate the ability to recognize and perform all major scales and arpeggios.

- Demonstrate the ability to recognize and perform three forms of minor scales and arpeggios. This should be a continuing learning process over a four year period.
- Demonstrate an understanding of transposition as it applies to his/her instrument and transpose teacher selected work.
- Can react musically to all symbols, including tempo markings, dynamics, musical terminology, time signatures, and key signatures encountered in music.
- Will sight read music appropriate to his/her experience and ability.
- Can demonstrate, by performance, all phases of musicianship in a concert setting.
- Will display correct handling and maintenance of instrument and music.
- Will perform correctly all technical passages.
- Understand and acquire the ability to recognize, understand, and perform musical phrases.
- Demonstrate the ability to listen carefully to a musical performance and then evaluate, by discussion or writing, the quality of performance of an individual player or organization.
- Demonstrate through completion of special project assignments and appropriate literature the ability to identify, explain, and perform music genres/styles (performance practice techniques) from various cultures and historical periods.

Core Academic Content

Specific Content to be Mastered

Students will have successfully completed the course of study for Jazz Ensemble when they demonstrate proficiency in the following:

- Perform the highest caliber jazz literature chosen on the basis of serious artistic merit.
- Explore improvisation through jazz voicings, scales, and phrasing.
- Audition for District, All-State, and other appropriate honor ensembles.
- Participate, when appropriate, in nationally recognized summer camps and workshop clinic experiences.

Performance Exhibitions/Special Projects

Students will be required to fulfill all class expectations and requirements leading to advanced training in instrumental jazz techniques and mastery in preparation for more advanced performances in other musical venues including the following:

- Development of advanced performance skills through frequent performance task assessments covering class assignments and material on a daily basis.
- Development of a Solo Repertoire Portfolio which includes specific material selected for each student and their instrument from the Individual Education Program Curriculum for Advanced Training. The solo repertoire portfolio selections will be performed for evaluation once each semester on student Juries.
- Development of a Professional Journal Article Portfolio consisting of two articles each nine weeks—one which relates to their specific instrument, and one of a general nature pertaining to all instrumentalists. Students will submit reaction papers for evaluation on each article.
- Development of Critical Listening Skills as demonstrated through written critiques of live performances and radio programs pertaining to music of serious artistic merit. Critiques are submitted once each nine weeks for evaluation.
- Development of knowledge of Music History/Appreciation, Theory, and writings on Advanced Musical Topics is achieved through assignment of special projects submitted for written evaluation once each nine weeks.
- Development of ensemble playing through participation in the Florida Bandmasters Association Solo/Ensemble Festival, BHS Concerts, BHS Small Ensembles, Florida Music Educators All-State Festival, and other musical performance venues as available.

Grading Scale for Authentic Assessment

The grading ensemble for the Booker High School Jazz Ensemble conforms to the Sarasota Public Schools grading policy. The intent of this grading system is to accurately assess the student's academic progress and commitment to course objectives and educational goals. The academic grade reflects what the student knows and is able to do.

The following categories will reflect those aspects of student performance that will be assessed and the percentages that will contribute to a student's grade:

Employability: 20%

- Attendance
- Promptness—being on time for rehearsals
- Is ready to perform in all aspects: warmed up, all materials and equipment available, instrument mechanically set
- Student enters and leaves the room in an orderly manner
- Does not talk while tuning or while the director is working in rehearsal
- Does not write on stands, chairs, or whiteboard
- Takes care of music and instrument
- Brings pencil to class
- Listens to the conductor and others
- Marks music—does not trust memory
- Constantly listens and adjusts pitch and volume
- Is always ready for entrances
- Always attempts to play part correctly
- Interprets as the conductor wishes
- Displays professional attitude
- Uses rehearsal room for its intended purpose
- Does not play instruments not assigned to him/her
- Does not bring food, drink, or gum to rehearsal room
- All instruments and music are stored properly before and after rehearsal

Concert Performances: 30%

- Attendance at all performances including band concerts, solo and ensemble concerts, all FBA district and state events, all regional and national festivals, and all community and recruiting performances. Also included are any assigned performance exams of an individual nature, such as scale tests and band literature excerpt exams.

Class Work/Rehearsal: 50%

- One reaction paper to a professional journal article of a general nature each nine weeks. The articles are included in your curriculum guide.
- In-class/Rehearsal conduct and work ethic.

Visual and Performing Arts Academy Students

- VPA students are required to complete one jury each semester. Students will select a piece from the appropriate list in their Individual Education Program Curriculum guide. Students who receive highest marks on their jury may be invited to perform at the departmental Evening Recital