

# Jazz Band IV / Jazz Improvisation IV :: Follows Jazz Band III / Jazz Improvisation III

TEKS Strand	Expectations
<b>Foundations: Music Literacy</b>	Students learn the chord symbols, advanced rhythms, articulations, and terminology necessary to prepare and perform various styles of jazz literature. They analyze the musical forms of their performance and listening repertoires and demonstrate independence in interpreting music through the performance of selected literature.
<b>Creative Expression</b>	Students sing or play instruments individually and in groups, performing a varied repertoire of music. Some students study second and/or third instruments. Current trends in the jazz idiom are analyzed, demonstrated, and evaluated. Students read and write music notation. They create and arrange music within specified guidelines, composing works for at least two media.
<b>Historical and Cultural Relevance</b>	Jazz compositions are classified by style, culture, and historical period, and students explain and support their classifications. They describe the relationship between jazz and American society. They define the relationships between the content, concepts, and processes of jazz and those of other fine arts media. Some students research the career and avocational opportunities for jazz musicians.
<b>Critical Evaluation and Response</b>	Students critique their own and others' work and seek out and integrate criticism from teachers and members of the jazz community. They discuss their process of composing. All students exhibit proper concert etiquette during all performances.
<p><b>Example:</b></p> <p>Toni Manguson invites a local jazz musician to a jam session with her advanced jazz band students. Not only do they play together, but the guest musician gives the class rationales for the musical decisions he makes. He also discusses how he writes original compositions, reworks old ones, and selects improvisation techniques.</p> <p>After the session winds down, Ms. Manguson's students question their guest at great length about his musical influences and career choices. The students enjoy the session and suggest to Ms. Manguson that their guest perform several songs with them during their spring concert.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	