

Jazz Ensemble II / Jazz Improvisation II :: Follows Jazz Ensemble I / Jazz Improvisation I

TEKS Strand	Expectations
Foundations: Music Literacy	Students learn variations of notation, articulation, rhythm, and terminology needed to prepare and perform jazz literature with acceptable proficiency and style.
Creative Expression	Students are introduced to variations of tone production related to particular effects used in jazz performance. They learn chord recognition and notation. They perform improvised solos with ensemble accompaniment as well as composing and performing simple pieces. Improvisation and its place in the genre are emphasized, and students are encouraged to write their own solos, maintaining the theme of the composition.
Historical and Cultural Relevance	Continuing from Jazz Ensemble I, students trace the development of jazz and blues to the East and West Coasts and up the Mississippi River to the Central U.S. Students study the role of the emerging vaudeville scene and music houses in the formation of jazz protocol. Questions of authenticity, origins, and identity are explored. Creativity is developed by encouraging students to form their own questions throughout their discovery of jazz. Students may ask questions such as: How did new music scenes affect various cultures? How and why did the "jazz scene" differentiate itself from society at large? How did the media represent (or come to transform/create) the identities and stereotypes of jazz and its musicians? Were there differences between the roles of men and women in jazz?
Critical Evaluation and Response	Students critique personal compositions as well as their peers' writing and performances. Students develop evaluation criteria by listening to performances and analyzing critical aspects of both the performance and the composition.
<p>Example:</p> <p>Jazz Ensemble students at Booker T. Washington High School have performed a spring concert for their school and community every year for the past four years. The concerts and the brief concert introductions are designed to represent the content and quality of Booker T. Washington's music program.</p> <p>Each concert represents the results of second year students' research on a specific era of American jazz. A description of the performers and styles of the selected era in jazz history is always included in the introduction to the student performance.</p> <p>Last year's concert focused on jazz of the 1940s and '50s and featured the works of Dizzy Gillespie. Students explored the Cuban influence on Gillespie's music in the 1950s. Through their research, they discovered how Gillespie encountered popular Cuban music in New York City and incorporated aspects of the Cuban style into his own music. The class chose to prepare one traditional Cuban jazz tune to play following the historical introduction to their concert.</p>	
<p>Differentiation Strategies for Students with Special Needs</p>	