

Jazz Ensemble III / Jazz Improvisation III :: Follows Jazz Band II / Jazz Improvisation II

TEKS Strand	Expectations
Foundations: Music Literacy	Students learn the advanced notation, articulation, rhythm, and terminology necessary to be proficient in preparing various styles of jazz literature. They define performances, intervals, notation, rhythm/meter, and harmonic texture using standard terminology and identify the musical forms of their repertoire.
Creative Expression	Students perform in ensembles varying in size and instrumentation. They exhibit accurate intonation and rhythm, fundamental skills, and advanced techniques in performance of moderately difficult to difficult literature. They demonstrate understanding of diverse styles by choosing appropriate literature for performance and expressively perform their choices from memory and notation. Students create and arrange music within specified guidelines. They are expected to exhibit competency in both ensemble and solo performance. Some students may begin studying second instruments.
Historical and Cultural Relevance	Students perform a repertoire representing styles and genres of diverse cultures. They classify compositions by style, culture, and historical period and justify their classifications. They discuss the relationship of culture to music and of music to other educational disciplines. They identify and describe career and avocational opportunities in music.
Critical Evaluation and Response	Students evaluate performances by comparing them with exemplary models and offer constructive suggestions for improvement. They compose, describe, and teach a piece of music in the style of their choice and are evaluated and critiqued by their classmates and teachers.
Example:	
<p>Students in Jackie Johnson's jazz band work with Louisa Phelps, a jazz singer from their community, to arrange and play "Polka Dots and Moonbeams." ((per Oxford Encyclopedia of Popular Music))</p> <p>In rehearsal, students listen to a number of versions of the song by different performers. They then play the song with Ms. Phelps as part of a public concert. After the performance, the class compares the experience of playing with a singer to playing only with instruments.</p> <p>In addition to the musical experience, rehearsing and performing with Ms. Phelps gives students an opportunity to find out what life is like for a working jazz musician. Many of the class members ask her questions about who her influences are, how she learned music, and how she earns her living.</p> <p>Some students want to know whether Ms. Phelps had an opportunity to play an instrument when she started her career as a woman in jazz. Others want her to talk about the role jazz played in her community when she was growing up. Ms. Phelps enjoys the experience and answers the students' questions fully and patiently.</p>	
<u>Differentiation Strategies for Students with Special Needs</u>	