

# Music, Middle School 2 - Jazz Ensemble

TEKS Strand	Expectations
<b>Foundations: Music Literacy</b>	Students listen to live and recorded performances of jazz, describing and evaluating what they hear using specific technical terminology.
<b>Creative Expression</b>	Students who have knowledge and skills consistent with one year of instrumental music study learn basic jazz rhythm patterns and articulations necessary to perform beginning jazz literature. Students improvise simple non-notated phrases.
<b>Historical and Cultural Relevance</b>	Historical aspects of jazz as a distinct American art form are emphasized.
<b>Critical Evaluation and Response</b>	Students perform for one another and evaluate performances on the basis of criteria the class uses to define and evaluate different styles of jazz.
<p><b>Example:</b></p> <p>When the school year begins, Paul Fergusson explains to his students that they will encounter quite a few unfamiliar words and phrases over the course of the year. He asks students to keep track of these unfamiliar terms and to write them on the board as they come across them.</p> <p>Throughout the year, Mr. Fergusson begins class by going over the list of terms the students have written on the board. He adds new terms covered in each day's lesson and briefly defines them, with the help of his students, before continuing with the day's lesson.</p> <p>At the end of each class period, students make notes in their journals, reflecting on class activities and using terminology from the board.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	