

# Music, Middle School 3 - Jazz Ensemble

TEKS Strand	Expectations
<b>Foundations: Music Literacy</b>	Middle School 3 - Jazz Ensemble is intended for students who have had two previous years of study on an instrument. Students continue the development of jazz-related rhythms and articulations. They study rhythmic notation and terminology. Tone quality, intonation, balance, and blend are stressed.
<b>Creative Expression</b>	Students learn basic chord progressions improvising eight-, sixteen-, and thirty-two-measure solos based on specific chord structure and progressions.
<b>Historical and Cultural Relevance</b>	Students learn the difference between jazz and standard styles. Characteristics of the several stylistic eras in the development of American jazz are presented and studied in live and recorded performances. Students chart the characteristics of each style studied in a well-organized format.
<b>Critical Evaluation and Response</b>	Students critically and reflectively evaluate music through listening, and justify their opinions with illustrations based on their music studies.
<p><b>Example:</b></p> <p>Mr. Reinhold assigns an eight-measure melodic line in 4/4 meter in a designated key. The melody is based on a chord progression such as I, II, IV, I, IV, VI, V, I. Students write three other parts for their ensemble, checking to be sure each measure has four beats, the notes within the measure are selected from the chord triad designated for that measure, and the notation accurately communicates the group's intent. The students learn their compositions and share them with the class.</p> <p>Prior to this exercise, Mr. Reinhold gives his students a tonic chord in the key of C and asks them to create a measure scored for four instruments using the notes in the triad. Mr. Reinhold also prepares many short assignments covering other chords given aurally and later supplemented with short assignments to be written in notation to make composition and arrangement exercises easy and fun for his students.</p> <p>Student-composed warm-ups incorporate chordal guidelines and other specifications, giving students practice solving musical problems with musical knowledge and skills that are acquired over a period of time.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	