



# Beal City Public Schools

## Band Curriculum Pacing Guide - Jazz Band

### Quarter One

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
September	<ul style="list-style-type: none"> <li>• Importance of music in our school and community</li> <li>• Election of student leadership</li> <li>• Distribution and acknowledgement of course expectations and responsibilities</li> <li>• Historical foundations of jazz history and style</li> <li>• Introducing/reinforcing the concept of swing feel</li> <li>• Coordination and distribution of performance schedule</li> <li>• Listen to authentic jazz recordings</li> </ul>	<p>State Standards: 1, 2, 3, 4, 5</p> <p>Visual, Performing &amp; Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4</p>	<ul style="list-style-type: none"> <li>• My group's success depends on my contribution.</li> <li>• I am responsible to and for my section, my ensemble and my program.</li> <li>• I will come to each rehearsal and performance prepared.</li> <li>• My attitude will dictate my success.</li> <li>• I will understand basic musical terminology and increase my musical vocabulary.</li> <li>• I will play with my best tone at all times.</li> <li>• I will play musically.</li> <li>• I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment</li> <li>• Playing Tests</li> <li>• Participation Grades</li> <li>• Written Evaluations</li> <li>• Teacher Evaluations</li> </ul>
October	<ul style="list-style-type: none"> <li>• Historical foundations of jazz history and style</li> <li>• Introducing/reinforcing the concept of swing feel</li> <li>• Introduce/reinforce concept of ballad playing</li> <li>• Prepare and perform fall concert music</li> <li>• Correlate any co-curricular information into performance preparation</li> <li>• Listen to authentic jazz recordings</li> </ul>			



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### Quarter Two

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
November	<ul style="list-style-type: none"> <li>• Prepare winter concert music</li> <li>• Correlate any co-curricular information into performance preparation</li> <li>• Coordinate and prepare Solo &amp; Ensemble events</li> <li>• Listen to authentic jazz recordings</li> </ul>	State Standards: 1, 2, 3, 4, 5  Visual, Performing & Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4	<ul style="list-style-type: none"> <li>• My group's success depends on my contribution.</li> <li>• I am responsible to and for my section, my ensemble and my program.</li> <li>• I will come to each rehearsal and performance prepared.</li> <li>• My attitude will dictate my success.</li> <li>• I will understand basic musical terminology and increase my musical vocabulary.</li> <li>• I will play with my best tone at all times.</li> <li>• I will play musically.</li> <li>• I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment</li> <li>• Playing Tests</li> <li>• Participation Grades</li> <li>• Written Evaluations</li> <li>• Teacher Evaluations</li> </ul>
December	<ul style="list-style-type: none"> <li>• Prepare &amp; perform winter concert music</li> <li>• Correlate any co-curricular information into performance preparation</li> <li>• Solo &amp; Ensemble event preparation</li> <li>• Prepare for Semester Exam</li> <li>• Listen to authentic jazz recordings</li> </ul>			
January	<ul style="list-style-type: none"> <li>• Select and prepare music for CMU Jazz Festival</li> <li>• Historical foundations of jazz history and style</li> <li>• Introduce foundations of improvisation</li> <li>• Solo &amp; Ensemble event preparation</li> <li>• Prepare and administer Semester Exam</li> </ul>			



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### Quarter 3

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
January	<ul style="list-style-type: none"> <li>• Solo &amp; Ensemble event preparation</li> <li>• Prepare MSBOA festival music</li> <li>• Correlate any co-curricular information into performance preparation</li> <li>• Historical foundations of jazz history and style</li> <li>• Improve foundations of improvisation</li> <li>• Review guiding principles of festival process</li> <li>• Listen to authentic jazz recordings</li> </ul>	<p>State Standards: 1, 2, 3, 4, 5</p> <p>Visual, Performing &amp; Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4</p>	<ul style="list-style-type: none"> <li>• My group's success depends on my contribution.</li> <li>• I am responsible to and for my section, my ensemble and my program.</li> <li>• I will come to each rehearsal and performance prepared.</li> <li>• My attitude will dictate my success.</li> <li>• I will understand basic musical terminology and increase my musical vocabulary.</li> <li>• I will play with my best tone at all times.</li> <li>• I will play musically.</li> <li>• I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment</li> <li>• Playing Tests</li> <li>• Participation Grades</li> <li>• Written Evaluations</li> <li>• Teacher Evaluations</li> </ul>
February	<ul style="list-style-type: none"> <li>• Prepare &amp; perform CMU Jazz Festival music</li> <li>• Correlate any co-curricular information into performance preparation</li> <li>• Improve foundations of improvisation</li> <li>• Formative individual performance assessments</li> <li>• Solo &amp; ensemble preparation and performance</li> <li>• Listen to authentic jazz recordings</li> </ul>			

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
March	<ul style="list-style-type: none"><li>• Select theme and musical selections for spring concert</li><li>• Historical foundations of jazz history and style</li><li>• Improve foundations of improvisation</li><li>• Correlate any co-curricular information into performance preparation</li><li>• Listen to authentic jazz recordings</li></ul>			



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### Quarter 4

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
April	<ul style="list-style-type: none"> <li>Select outstanding band participants for awards</li> <li>Prepare spring 'themed' concert music</li> <li>Historical foundations of jazz history and style</li> <li>Correlate any co-curricular information into performance preparation</li> <li>Listen to authentic jazz recordings</li> </ul>	State Standards: 1, 2, 3, 4, 5  Visual, Performing & Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4	<ul style="list-style-type: none"> <li>My group's success depends on my contribution.</li> <li>I am responsible to and for my section, my ensemble and my program.</li> <li>I will come to each rehearsal and performance prepared.</li> <li>My attitude will dictate my success.</li> <li>I will understand basic musical terminology and increase my musical vocabulary.</li> <li>I will play with my best tone at all times.</li> <li>I will play musically.</li> <li>I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Assessment</li> <li>Playing Tests</li> <li>Participation Grades</li> <li>Written Evaluations</li> <li>Teacher Evaluations</li> </ul>
May	<ul style="list-style-type: none"> <li>Prepare and perform spring 'themed' concert music</li> <li>Historical foundations of jazz history and style</li> <li>Prepare and perform graduation music</li> <li>Correlate any co-curricular information into performance preparation</li> </ul>			
June	<ul style="list-style-type: none"> <li>Instrument inventory year-end update</li> <li>Rehearsal room year-end cleaning and storage</li> <li>Music library year-end maintenance</li> <li>Annual review and assessment</li> </ul>			