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| **Lesson #**  Grade Breakdown  40% - Attendance  10% - Professionalism  5% - Playing tests (x6=30% of final mark)  20% - Final Concert  EDUC 451  Unit Plan/ Grade 10 Jazz | **Topic** | **B. Idea** | **C. Competence** | **Materials** | **P. Strategies** | **Assessment** |
| **1** | Medium Swing | Music offers unique ways of exploring one’s identity and sense of belonging.  Individual and collective expression are founded on history, culture, community, and value system in which they exist. | Perform collaboratively in large ensemble, chamber music, and solo contexts. (Exploring and Creating)  Consider the function of one’s voice within the ensemble. (Reasoning and Reflection)  Receive and apply constructive feedback to developing practice. (Communicating and Documenting) | Meter, rhythm, harmony, dynamics, timbre, tonality, instrumentation  Role of performers  Winds – articulation, embouchure, tone quality, fingerings  Percussion – sticks, brushes, fills, shots  Keyboard – chording techniques, voicing  Guitar – Chord playing (open, bar, extended, arpeggiated), strumming/voicing, rhythm guitar patterns, and single line melodies. | Play, sing, call/response, demonstrate chord arpeggios;  Guide tones | F: Playing test:  Arpeggiate the chords to *Autumn Leaves*  S: Performance of *Autumn Leaves* |
| **2** | Blues\*\*\* |  |  |  |  |  |
| **3** | Rhythm Changes | Ideas and beliefs in a work of art have power to effect change.  Music offers unique ways of exploring one’s identity and sense of belonging. | Perform collaboratively in large ensemble, chamber music, and solo contexts. (Exploring and Creating)  Consider the function of one’s voice within the ensemble. (Reasoning and Reflection) | Movement, sound, image, form to convey meaning in style of music.  Specific music elements, principles, techniques, vocabulary, symbols.  Role of performers | I vi (VI) ii V  Enclosures  Arpeggios  Model? Demo? | F: Playing tests on arpeggios on chords to *Lester Leaps In*  S: Performance of *Lester Leaps In* |
| **4** | Modal Jazz | Music offers unique ways of exploring one’s identity and sense of belonging.  Growth as a musician is dependent on perseverance, resilience, and reflection. | Perform collaboratively in large ensemble, chamber music, and solo contexts. (Exploring and Creating)  Consider the function of one’s voice within the ensemble. (Reasoning and Reflection) | Movement, sound, image, and form to convey meaning in style of music.  Specific music elements, principles, techniques, vocabulary, and symbols.  Role of performers | Call/response; media; CD playalong; Dorian scale  Lydian scale  Rhythmic improvisation | F: Playing test on Dorian and Lydian scales on concert D and Eb  S: Performance of *Little Sunflower* |
| **5** | Bebop | Ideas and beliefs in a work of art have the power to effect change.  Music offers unique ways of exploring one’s identity and sense of belonging. | Perform collaboratively in large ensemble, chamber music, and solo contexts. (Exploring and Creating)  Consider the function of one’s voice within the ensemble. (Reasoning and Reflection) | Movement, sound, image, and form to convey meaning in style of music.  Specific music elements, principles, techniques, vocabulary, and symbols.  Role of performers | Large & small group ensemble rehearsals | F: Playing tests on the major Bebop scale  S: Performance of *Yardbird Suite* |
| **6** | Funk | Ideas and beliefs in a work of art have the power to effect change.  Music offers unique ways of exploring one’s identity and sense of belonging. | Perform collaboratively in large ensemble, chamber music, and solo contexts. (Exploring and Creating)  Consider the function of one’s voice within the ensemble. (Reasoning and Reflection) | Movement, sound, image, and form to convey meaning in style of music.  Specific music elements, principles, techniques, vocabulary, and symbols.  Role of performers | Perform Dorian scale  Blues scale  Major and minor pentatonic scale | F: Playing test on Dorian, Blues, and major and minor pentatonic scale.  S: Performance of *Magic* *School* *Bus* *Theme* |
| **7** | Final Concert | Music is a process that relies on engaged connection between the senses.  Ideas and beliefs in a work of art have the power to effect change.  Growth as a musician is dependent on perseverance, resilience, and reflection. | Perform collaboratively in large ensemble, chamber music, and solo contexts. (Exploring and Creating)  Engage in appropriate risk taking to express meaning, intent, emotion, and thought.  (Exploring and Creating)  Pursue increasing fluency in instrumental performance.  (Connecting and Expanding) | Role of performers  Fluency in reading, playing, and performance  Selected charts and songs for performance | Guided rehearsal of all previously performed pieces | S: Performance of 3 previously performed songs. (Record performance;  peer evaluation  S: teacher rubric 20% of final mark |