Arkansas Fine Arts

Jazz Band: Grades 6-12

Creating

1 Students will generate and conceptualize artistic ideas and work.

1. I can improvise, through various media, simple rhythms and note patterns in the jazz style with teacher guidance. E
2. I can independently improvise, through various media, simple rhythms and note patterns in the jazz style. F
3. I can improvise, through various media, moderately complex rhythms and note patterns in the jazz style with teacher guidance. G
4. I can independently improvise, through various media, moderately complex rhythms and note patterns in the jazz style. H
5. I can improvise, through various media, advanced rhythms and note patterns in the jazz style with teacher guidance. I
6. I can independently improvise, through various media, advanced rhythms and note patterns in the jazz style. J

2 Students will organize and develop artistic ideas and work.

1. I can identify jazz notation and chord symbols in varied styles with teacher guidance. E
2. I can independently identify jazz notation and chord symbols in varied styles. F
3. I can write jazz notation and chord symbols in varied styles with teacher guidance. G
4. I can independently write jazz notation and chord symbols in varied styles. H
5. I can compose using advanced jazz notation and chord symbols in varied styles with teacher guidance. I
6. I can compose using advanced jazz notation and chord symbols in varied styles. J

3 Students will refine and complete artistic work.

1. I can improvise and refine solos over simple chord progressions with teacher guidance. E
2. I can independently improvise and refine solos over simple chord progressions F
3. I can improvise and refine solos over moderately complex chord progressions with teacher guidance. G
4. I can independently improvise and refine solos over moderately complex chord progressions with teacher guidance. H

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5 I can improvise and refine solos over advanced chord progressions with teacher guidance. I

6 I can independently improvise and refine solos over advanced chord progressions. J

Performing

4 Students will select, analyze, and interpret artistic work for presentation.

1 I can explore and sightread jazz music in contrasting styles. E

2 I can identify the characteristic of and sight-read jazz music in contrasting styles. F

3 I can analyze and sightread jazz music in contrasting styles with teacher guidance. G

4 I can independently analyze and sight-read jazz music in contrasting styles. H

5 I can apply the nuances of jazz music in contrasting styles to sight-reading and playing with teacher guidance. I

6 I can independently apply the nuances of jazz music to contrasting styles in sight-reading and playing. J

5 Students will develop and refine artistic techniques and work for presentation.

1 Students will develop and refine artistic techniques and work for presentation. E

2 I can identify basic instrument-specific jazz techniques. E

3 I can play basic jazz drum set patterns or jazz scales in various modes E

4 I can independently improve my jazz tone quality, pitch, and contributions to ensemble sound. F

5 I can demonstrate basic instrument-specific jazz techniques. F

6 I can play basic jazz drum set patterns or jazz scales in various modes from memory F

7 I can play with a characteristic jazz tone quality and identify issues with intonation and ensemble sound with limited teacher guidance. G

8 I can demonstrate increasingly complex, instrument-specific jazz techniques. G

9 I can play more complex jazz drum set patterns or jazz scales in various modes. G

10 I can independently play with a characteristic jazz tone quality and identify issues with intonation and ensemble sound. H

11 I can refine the execution of increasingly complex, instrument-specific jazz techniques. H

12 I can play more complex jazz drum set patterns or jazz scales in various modes from memory H

13 I can assess and adjust jazz tone quality, intonation, and ensemble sound using collaboratively created criteria. I

14 I can execute advanced instrument-specific jazz techniques. I

15 I can play advanced jazz drum set patterns or jazz scales in various modes. I

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6 I can assess and adjust jazz tone quality, intonation, and ensemble sound using self-created criteria. J

17 I can refine the execution of advanced instrument-specific jazz techniques. J

18 I can play advanced jazz drum set patterns or jazz scales in various modes from memory. J

6 Students will convey meaning through the presentation of artistic work.

1 I can demonstrate elements and principles of jazz phrasing and expression through basic jazz articulations and styles with teacher guidance. E

2 I can develop proper stage and listening etiquette and performance standards with teacher guidance. E

3 I can independently demonstrate elements and principles of jazz phrasing and expression through basic jazz articulations and styles. F

4 I can practice proper stage and listening etiquette and performance standards with limited teacher guidance. F

5 I can demonstrate elements and principles of jazz phrasing and expression through more complex jazz articulations and styles with teacher guidance. G

6 I can independently practice stage and listening etiquette and performance standards. G

7 I can independently demonstrate fundamental elements and principles of jazz phrasing and expression through more complex jazz articulation and styles. H

8 I can discuss the reasons for practicing appropriate stage and listening etiquette and performance standards. H

9 I can demonstrate elements and principles of jazz phrasing and expression through advanced jazz articulation and styles with teacher guidance. I

10 I can explain the impact on the performance of practicing appropriate listening etiquette and performance standards. I

11 I can independently demonstrate elements and principles of jazz phrasing and expression through advanced jazz articulation and styles. J

12 I can model proper stage and listening etiquette and performance standards J

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Responding

7 Students will perceive and analyze artistic work.

1. I can identify reasons for selecting music based on contexts and elements of jazz music and personal interest with teacher guidance. E
2. I can independently identify reasons for selecting music based on contexts and elements of jazz music and personal interest. F
3. I can discuss reasons for selecting music based on contexts and elements of jazz music and personal interest. G
4. I can explain reasons for selecting music, citing connections to interest, purpose, and context. H
5. I can use provided criteria to justify choices made when selecting jazz music. I
6. I can use research and provided criteria to justify choices made when selecting jazz music by citing knowledge of the music and the specified purpose and context. J

8 Students will interpret intent and meaning in artistic work.

1. I can identify the expressive intent of different jazz styles with teacher guidance. E
2. I can independently identify the expressive intent of different jazz styles. F
3. I can articulate the expressive intent of different jazz styles with teacher guidance. G
4. I can independently articulate the expressive intent of different jazz styles. H
5. I can compare and contrast the expressive intent of different jazz styles. I
6. I can defend a personal interpretation of the expressive intent of different jazz styles. J

9 Students will apply criteria to evaluate artistic work.

1. I can identify criteria to evaluate group performances and individual improvisation with teacher guidance. E
2. I can independently identify criteria to evaluate group performances and individual improvisation. F
3. I can develop criteria to evaluate group performances and individual improvisation with teacher guidance. G
4. I can independently develop criteria to evaluate group performances and individual improvisation. H
5. I can use collaboratively-developed criteria to evaluate group performances and individual improvisation. I
6. I can use independently-developed criteria to evaluate group performances and individual improvisation. J

Connecting

10 Students will synthesize and relate personal experiences to make art.

1. I can identify how personal experiences influence musical performances. E
2. I can explain how personal experiences, knowledge, and skills influence musical performances. F

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3 I can connect personal knowledge, skills, and experiences to musical performances. G

4 I can apply personal knowledge, skills, and experiences to interpret the composer's intent. H

5 I can evaluate the quality of a musical performance using personal knowledge, skills, and experiences that convey the composer's intent. I

6 I can defend my interpretation of a musical work that conveys the composer's intent. J

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11 Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1 I can identify, with guidance, connections between musical works and the other arts and other contexts. E

2 I can independently identify connections between musical works and the other arts and other contexts. F

3 I can explain connections between musical works and the other arts and other contexts. G

4 I can analyze connections between musical works and the other arts and other contexts. H

5 I can research and analyze the historical and cultural relationships between musical works, other art forms, and other contexts. I

6 I can research and analyze a specific piece of music in respect to its time period, region, and culture. J