

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**
 - 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**
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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**
- 16 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**

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**
- 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**

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**