Georgia Fine Arts

Music: Jazz - Grades 9-12

Adopted 2018

Creating

1 **Improvise, compose, and arrange music within specified guidelines.** HSAJB.CR.1

- a Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). HSAJB.CR.1.A
- b Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes) using traditional notations which incorporate use of dynamics. HSAJB.CR.1.B
- c Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)- IV-V (7)-I. HSAJB.CR.1.C
- d Refine improvised or composed pieces using student-created criteria. HSAJB.CR.1.D

Performing

1 **Sing alone or with others.** HSAJB.PR.1

- a Sing to reinforce fundamentals of breathing, use of air, and quality of sound in tone production. HSAJB.PR.1.A
- b Sing to develop the ability to match major, minor, and perfect intervals. HSAJB.PR.1.B
- c Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns. HSAJB.PR.1.C
- d Vocalize rhythms through counting and sing diatonic melodies in advanced literature. HSAJB.PR.1.D

2 **Perform on instruments through a varied repertoire of music, alone and with others.** HSAJB.PR.2

- a Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato , appropriate percussion technique) based on the level of music. HSAJB.PR.2.A
- b Formulate proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate. HSAJB.PR.2.B
- c Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). HSAJB.PR.2.C
- d Develop a strong understanding of complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature. HSAJB.PR.2.D

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e Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. HSAJB.PR.2.E

f Demonstrate all ensemble skills through sight-reading performance of music literature at level 3 and 4. HSAJB.PR.2.F

3 Read and identify elements of notated music. HSAJB.PR.3

a Apply an understanding of the compound and complex counting systems to read music at the advanced level. HSAJB.PR.3.A

b Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. HSAJB.PR.3.B

c Analyze compositional elements (e.g. musical terms, key signatures, tonality, and form) in the music being studied. HSAJB.PR.3.C

Responding

1 Listen to, analyze, and describe music. HSAJB.RE.1

a Read, write, and/or analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. HSAJB.RE.1.A

b Demonstrate, through performance, knowledge of the pitch tendencies of their individual instrument by listening, analyzing, and making the appropriate modifications. HSAJB.RE.1.B

c Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble. HSAJB.RE.1.C

d Demonstrate ability to adjust and match individual instrument to a prescribed pitchsource (e.g. electronic drone, individual performer). HSAJB.RE.1.D

2 Respond to music and music performances. HSAJB.RE.2

a Assess musical elements (e.g. melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. HSAJB.RE.2.A

b Distinguish the factors which are used to evaluate the effectiveness of a performance. HSAJB.RE.2.B

c Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and/or aesthetic value of the performance. HSAJB.RE.2.C

Connecting

1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. HSAJB.CN.1

a Analyze similarities and differences in the terminology between music and othersubject areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). HSAJB.CN.1.A

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b Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods and styles at the highest level of music performance. HSAJB.CN.1.B