**Course Guide Template**

**Jazz Lab**

**Core Learning Targets:**

Essential learning embedded throughout the course

that is student owned and understood.

**(GQ#1: What do we want our students to know and be able to do?)**

1. I can demonstrate an understanding of the function and role I play in jazz groups of various sizes.

2. I can improvise over a 12-bar blues, ii-V-I, or other basic jazz chord progression.

3. I can play and follow a chart or leadsheet in the jazz idiom.

4. I can demonstrate and understanding of jazz theory as related to melody and harmony.

5. I can perform jazz rhythms in various styles such as swing, Latin, and funk jazz.

**Unit Leaning Targets:**

Intended learning for specific student(s) at a specific time

that is student owned and understood.

**(GQ#1: What do we want our students to know and be able to do?)**

*Content/Knowledge:*

1. I can demonstrate and understanding of major, minor, and dominant chords as related to jazz literature.

2. I can identify chord/scale relationships as related to jazz improvisation.

3. I can play melodies in the jazz idiom.

4. I can demonstrate an understanding of song form through performing 12-, 16-, 24-, and 32-bar songs.

5. I can perform music in various jazz styles.

*Skills:*

1. I can play or arpeggiate major, minor, and dominant chords up through 3 sharps and flates in root position and inversions as related to jazz literature.

2. I can improvise over a given set of chord progressions through the identification and utilization of scales as related to chords.

3. I can play notated melodies with rhythmic and notated accuracy, as well as perform individual interpretations of well-known jazz melodies.

4. I can play through charts and leadsheets of varying lengths, demonstrating an understanding of phrase lengths and improvisational choruses.

5. I can demonstrate an understanding of swing eighth notes versus straight eighth notes and perform on my instrument with stylistic accuracy in swing, Latin, and funk jazz.

*Process:*

1. Through the performance and analysis of jazz charts and leadsheets, I can identify and perform jazz harmony.

2. While playing charts and leadsheets, I can analyze the chords and melodies to determine scale with which to improvise.

3. Through the study of music notation, I can play melodies in the jazz idiom; through listening to jazz I can develop the sensibility required to play individual interpretation of well-known jazz melodies.

4. Through the study of phrases and song form, I can confidently follow a chart or leadsheet and play with a group together, in time and in rhythm.

5. By being exposed to various styles of jazz and performing in said styles, I can demonstrate an understanding of the role of my instrument as well as accurately perform music in a given style.

*In writing Learning Targets utilize the following:*

Past HPHS Quality Products, Department specific National Standards,

and College Readiness Standards

**Common Assessments:**

**(GQ#2: How do we know if our students are successful?)**

Formative:

* Daily class rehearsals
* Daily class discussions
* Individual performance/improv

Summative:

* Individual/group playing exams
* Successful participation in performances, both in and out of class
* Theory worksheets
* Listening exercises/quizzes

**Feedback Practices:**

**(GQ#3: How do we help students grow in their own learning?)**

Tools:

Charts, leadsheets, scale/chord sheets, worksheets, CD’s, play-a-longs

Techniques:

Small groups, one on one, student or self evaluations

Timeline:

Benchmarks are achieved throughout the year; Each quarter and semester marks larger-picture achievement points; If certain goals are not being met, course structure is re-assessed.

**Interventions:**

**(GQ#4: How do we respond when students are not successful?)**

Instructional Adjustments:

Student Learning Adjustments: