

## Course Outline & Assessment 2022-23

Grade 9-12 Jazz Band (MJ 10S, MJ 20s, MJ 30S MJ 40S)

**Teacher:** Ms. K Byrne [kathy.byrne@sjasd.ca](mailto:kathy.byrne@sjasd.ca) Band Website: [sturgeonband.weebly.com](http://sturgeonband.weebly.com)

### Objectives

- To encourage participation, appreciation and joy in the art of “making music”
- To promote an awareness and sense of caring for peers through fostering: respect, cooperation, empathy, work ethic, encouragement & acceptance of others
- To inspire a classroom environment in which students feel safe to try new skills without fear of judgment
- To help students develop patience and perseverance through firsthand experience of musical success that is not gained instantly, but is the designated result of an inspired journey
- To inspire engagement and appreciation for the stylistic elements of concert band through preparation, performance, listening, concerts, workshops, assignments, projects, tests

### Prepare for Success

Students will have regular home practice assignments based on in class work. Preparing for success is essential to both the individual & ensemble and is an expectation of every participating student. Proper preparation insures rehearsals are truly a collaborative experience where the strength of the group grows together.

### Concert Performances

Performance attendance is an assessed requirement of this course and includes the following important dates.

- *Sturgeon Heights Band Concert:* 7:00 p.m. Thursday, Dec 1,, 2022 (School Gym)
- *Sturgeon Heights Jazz Band Concert:* 7:00 p.m. Tuesday, Dec 6, 2022 (Sturgeon Theatre)
- *Sturgeon Heights Final Band Concert* 7:00 p.m. Thursday, May 25, 2023 (School Gym)
- *Sturgeon Heights Big Band Dance* 7:00 p.m. - Wednesday, June 7<sup>th</sup>, 2023 (School Gym)

There may be other performances added as the year continues - for an up-to-date list of upcoming performances, please go to <http://sturgeonband.weebly.com/>

### Music, Folders & Textbooks

Students are responsible for all assigned music and textbooks. If music or textbooks are lost, replacement charges will be assigned.

### Student Expectations

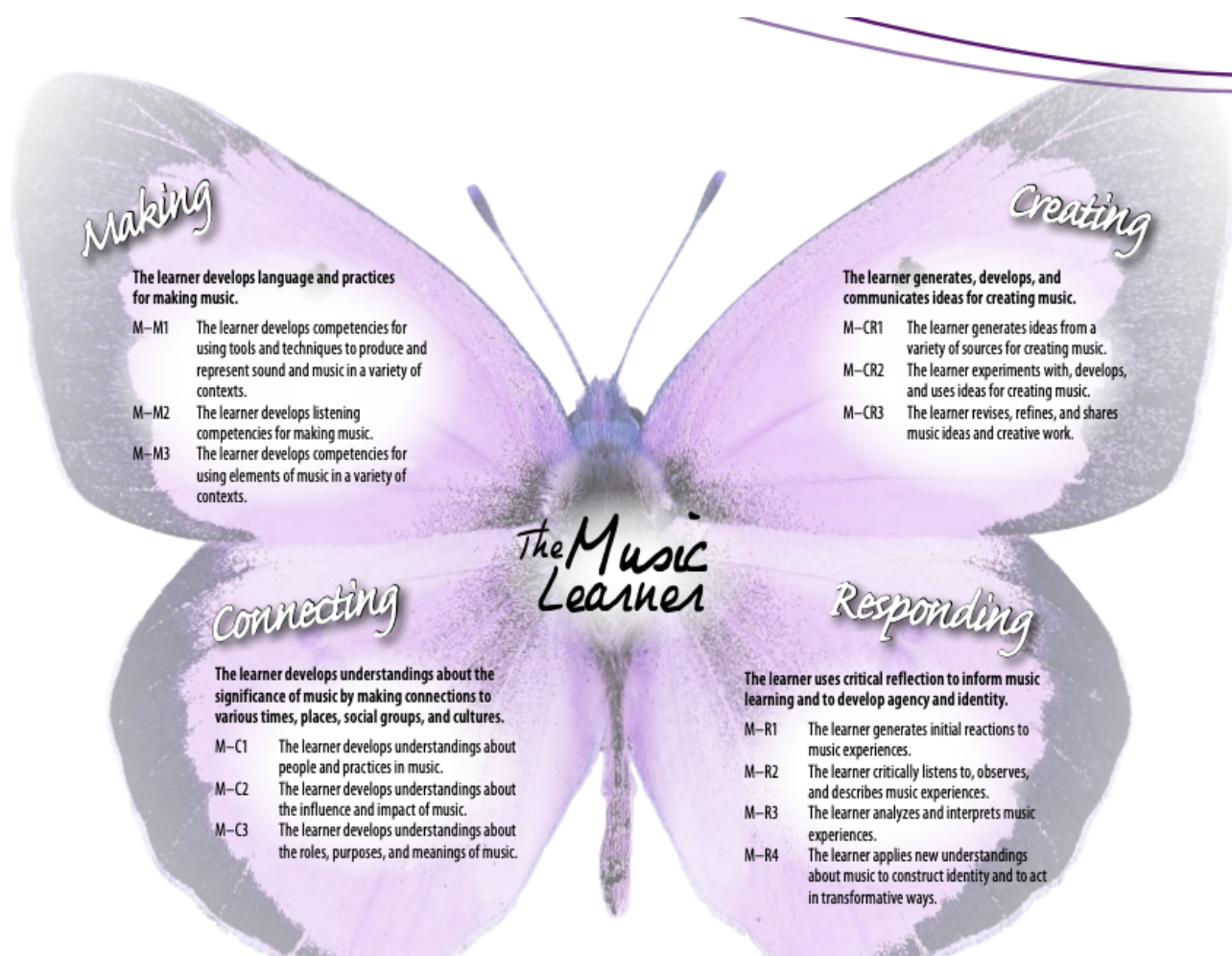
Student expectations are determined jointly by students & teacher.

**Assessment & Evaluation:** Assessment data is gathered through teacher observation, classroom/individual discussion, assignments, projects, performances, tests, peer & self-assessment. Students can find assignments posted on Teams, and learning tools posted on <http://sturgeonband.weebly.com/>

## Assessment Policy

Instrumental music programming is sequential and comprehensive. All assignments, projects, quizzes, tests, concerts & festival are therefore considered essential learning and required elements for final assessment.

- All Concert/Performance requirements will include a date clearly communicated by the teacher
- All assignments will include a due date clearly communicated by the teacher
- Assignments submitted after the original due date will be considered incomplete
- Incomplete assignments will be subject to a late penalty of up to 10% of the value of the original assignment.
- Assignments which are not handed in within a reasonable time frame after the due date of the assignment may be given a grade of 0%
- Students may be asked to complete an alternate assignment in lieu of the original
- Students may be required to attend extra help sessions to help complete their work
- When incomplete work represents a significant portion of a student's grade, parents will be contacted before a zero is assigned



## **Making**

- Student demonstrates correct posture, embouchure, breathing, hand position/sticking
- Student plays with characteristic/well supported tone quality & intonation
- Student reads, understands & can demonstrate rhythmic concepts independently
- Student reads, understands & demonstrates articulation concepts as they apply to jazz literature
- Student reads, understands & demonstrates assigned key signatures/accidentals independently and fluently
- Student prepares & performs at both Fall & Final Concerts as indicated

## **Connecting**

- Student demonstrates the importance of connecting with their peers through excellent attendance, punctuality, and engagement in rehearsal
- Student demonstrates evidence of musical independence and automaticity on their own part. This will allow them to be more aware of how their part fits together and is based on interaction between other players.
- Student prepares for success (learns notes, fingerings, and rhythms at home and can play part fluently in class)
- Student makes note of performance dates well ahead of time and makes necessary arrangements to their personal schedules to allow them to participate in performances (you may need to let employer know to avoid scheduling you to work on that day, make sure you have a means of getting to the performance, etc).
- Student brings necessary supplies to class: music, pencil, reeds valve oil...etc.)

## **Creating**

- Student is willing to try new playing skills even if they have not mastered the skills yet
- Student accepts that learning in the music classroom can't happen without making mistakes and is willing to risk making mistakes in order to grow musically
- Student demonstrates creativity through shaping phrases, using dynamic contrast, nuance, tone color, articulation, and establishing mood & character
- Student improvises based on scales/modes or chord tones

## **Responding**

- Student is able to listen to recordings and use musical terms to accurately describe what they are hearing, noting specific jazz techniques or characteristics
- Student is able to listen to the playing of their peers and constructively offer feedback, using musical terminology
- Student is able to engage with others in a constructive way during rehearsal to ensure musical collaboration
- Student can combine technical elements with musical decisions (based on what else is happening in the ensemble)
- Student demonstrates understanding of their musical role within the context of both the genre and the ensemble