

Primary (K - 3)

| Performance Selections: | Composer: | Focus: |
|-------------------------------|------------------|---|
| Sister Sadie | Horace Silver | <ol style="list-style-type: none">1. Define jazz2. Explain improvisation<ol style="list-style-type: none">A. In musicB. In speechC. In others areas |
| Blues | Performing group | <ol style="list-style-type: none">1. Create an original melody based on the school mascot or from a suggestion from the students2. Communicating within the group without speaking3. Melody - saxophone4. Bass line as conductor, providing the pulse, rhythm, and harmonic shape - bass5. Rhythm - drum set6. Harmony - piano |
| Summertime | George Gershwin | <ol style="list-style-type: none">1. Form - the shape and structure of a piece2. Explain how having a constant form allows for the freedom to improvise3. Various styles - swing, latin , rock, ballad demonstrate how a piece can sound different without changing the form, harmony, or melody4. Swing - encourage students to clap on selected beats allowing them to imitate the function of the drummer (drummer will stop while the group continues to play with the students replacing the drums)5. Latin - select a group of students to perform with the group by playing latin percussion instruments |
| Whistle While You Work | | <ol style="list-style-type: none">1. Demonstrate how one can improvise over music of all styles2. Demonstrate how almost any piece of music can be shaped into a jazz piece |
| The Pink Panther | Henry Mancini | <ol style="list-style-type: none">1. Review elements while performing a familiar piece |

Elementary (4 - 6)

| Performance Selections: | Composer: | Focus: |
|---------------------------------|------------------|---|
| Sister Sadie | Horace Silver | <ol style="list-style-type: none">1. Define jazz2. Explain improvisation<ol style="list-style-type: none">A. In musicB. In speechC. In others areas |
| Blues | Performing group | <ol style="list-style-type: none">1. Create an original melody based on the school mascot or from a suggestion from the students2. Communicating within the group without speaking3. Melody - saxophone4. Bass line as conductor, providing the pulse, rhythm, and harmonic shape - bass5. Rhythm - drum set6. Harmony - piano |
| Summertime | George Gershwin | <ol style="list-style-type: none">1. Form - the shape and structure of a piece2. Explain how having a constant form allows for the freedom to improvise3. Various styles - swing, latin , rock, ballad demonstrate how a piece can sound different without changing the form, harmony, or melody4. Swing - encourage students to clap on selected beats allowing them to imitate the function of the drummer (drummer will stop while the group continues to play with the students replacing the drums)5. Latin - select a group of students to perform with the group by playing latin percussion instruments |
| Create an original piece | | <ol style="list-style-type: none">1. Students will be asked to help create a piece based on improvisation by holding flash cards which will tell the performers what or how to play. The cards will focus on (each will be defined):<ol style="list-style-type: none">A. Time/meter - 4/4 and 3/4B. Styles - swing/latin/rock/freeC. Harmony - keys (original to new)D. Rhythm - stop time/double time/trade with drums |
| The Pink Panther | Henry Mancini | <ol style="list-style-type: none">1. Review elements while performing a familiar piece2. Demonstrate how almost any piece of music can be shaped into a jazz piece |

Middle (7 - 8)

| Performance Selections: | Composer: | Focus: |
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| Sister Sadie | Horace Silver | <ol style="list-style-type: none">1. Define jazz2. Explain improvisation<ol style="list-style-type: none">A. In musicB. In speechC. In others areas |
| Now's The Time (Bebop - define style/term) | Charlie Parker | <ol style="list-style-type: none">1. Communicating within the group without speaking2. Melody - saxophone3. Bass line as conductor, providing the pulse, rhythm, and harmonic shape - bass4. Rhythm - drum set5. Harmony - piano |
| On Green Dolphin Street (Introduce to jazz master - Miles Davis) | Bronislau Kaper | <ol style="list-style-type: none">1. Form - the shape and structure of a piece2. Explain how having a constant form allows for the freedom to improvise3. Various styles - swing & latin demonstrate how a piece can incorporate different styles without changing the form, harmony, or melody |
| Create an original piece | | <ol style="list-style-type: none">1. Students will be asked to help create a piece based on improvisation by holding flash cards which will tell the performers what or how to play. The cards will focus on (each will be defined):<ol style="list-style-type: none">A. Time/meter - 4/4 and 3/4B. Styles - swing/latin/rock/freeC. Harmony - keys (original to new)D. Rhythm - stop time/double time/trade with drums |
| Take The 'A' Train (Swing - define style/term) | Duke Ellington | <ol style="list-style-type: none">1. Review elements demonstrated in previous piece.2. Explain how a composer selects titles and what might inspire a musical creation |
| Cantaloupe Island (Jazz rock - define style/term) | Herbie Hancock | <ol style="list-style-type: none">1. Explain the incorporation of contemporary styles |

Senior (9 - 12)

| Performance Selections: | Composer: | Focus: |
|--|-----------------|--|
| Sister Sadie | Horace Silver | <ol style="list-style-type: none">1. Define jazz2. Explain improvisation<ol style="list-style-type: none">A. In musicB. In speechC. In others areas3. Explain stop time and trading with the drums |
| Now's The Time (Bebop - define style/term) | Charlie Parker | <ol style="list-style-type: none">1. Communicating within the group without speaking2. Melody - saxophone3. Bass line as conductor, providing the pulse, rhythm, and harmonic shape - bass4. Rhythm - drum set5. Harmony - piano6. Explain time and meter - 4/4 & 3/47. Explain double time |
| On Green Dolphin Street (Introduce to jazz master - Miles Davis) | Bronislau Kaper | <ol style="list-style-type: none">1. Form - the shape and structure of a piece2. Explain how having a constant form allows for the freedom to improvise3. Various styles - swing & latin demonstrate how a piece can incorporate different styles without changing the form, harmony, or melody3. Explain harmonic motion and demonstrate key changes |
| St. Thomas (Calypso - define style/term) | Sonny Rollins | <ol style="list-style-type: none">1. Explain and demonstrate how jazz is influenced by the music of other cultures2. Demonstrate the roll of the drums |
| Take The 'A' Train (Swing - define style/term) | Duke Ellington | <ol style="list-style-type: none">1. Review elements demonstrated in previous selections2. Explain how a composer selects titles and what might inspire a musical creation3. Define shout chorus |
| Cantaloupe Island (Jazz rock - define style/term) | Herbie Hancock | <ol style="list-style-type: none">1. Explain the incorporation of contemporary styles |