

Curriculum Area:	Music		
Subject Area:	Jazz Band, Stage Band 2, Stage Band 1		
Lesson Title:	An Introduction To The Various Styles and Important Artists of Jazz		
Suggested Grade Level:	Grade 9-12		
Equipment Needed:	Technology: Projector Speakers Computer-teacher Smart Phones/Computers- per group	Software: Animoto (presentation) Teacher Tube (Videos) YouTube (Videos)	Other: Project Rubric Project Description Project Checklist
ESSENTIAL QUESTION Focus Question:	Who were some of the important artists that played the same instrument I do in the five different periods of jazz.		
Learning Objectives: See also: Evaluation of Content: for proficiency levels which meet stated objectives	Within their sections (Saxophone, Trumpet, Trombone, Rhythm), students will complete Animoto presentations that feature important artists/musicians from the five different periods of jazz (Swing, Bebop, Afro-Cuban, Cool, and Fusion/Funk). Students will also expose their band-mates to examples of each artist's music using various media and websites. <ul style="list-style-type: none"> • Student will describe one important musical artist from their section of the band in the "Swing" period of jazz. • Student will describe one important musical artist from their section of the band in the "Bebop" period of jazz. • Student will describe one important musical artist from their section of the band in the "Afro-Cuban" period of jazz. • Student will describe one important musical artist from their section of the band in the "Cool" period of jazz. • Student will describe one important musical artist from their section of the band in the "Fusion/Funk" period of jazz. 		
Common Core Standards:	Music>> Grade 9-12>> Band, 2013 (PA State Standards) Production, Performance, and Exhibition of Dance, Music, Theater, and Visual Arts. 9.1.12.C: Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D: Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E: Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.K: Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. Historical and Cultural Contexts 9.2.12.A: Explain the historical, cultural and social context of an individual work in the arts. 9.2.12.B: Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).		

	9.2.12.C: Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
TEACHING METHODS Instructions:	<ol style="list-style-type: none"> 1. Students will be divided into smaller groups by section within the band. 2. Students will use "Google" to research the artists that play the same instrument they do. 3. Students will collaboratively determine which five artists they would like to use in their presentation. 4. Students will create a 30 second Animoto video using the following required information: Title, Group Name (section), Artists (from the 5 different periods including name, time period, and pictures), appropriate time period music (jazz). 5. Students will upload the Animoto video to Youtube. 6. Students find 5 Youtube examples of each of their five artists performing. A live performance is preferred if at all possible. In the case of artists who were not captured on video because of the technological limitations of their era, an audio clip on youtube is acceptable. 7. Students will email the 5 Youtube links to the teacher at BrennerD@sgasd.org. The students will include their section name, artist and era names, and the link to their video. 8. Students will present their Animoto video to the rest of the band. 9. Students will present the five Youtube videos to the rest of the band.
Considerations for Exceptional Learners:	Homogeneous small groups (based on instrumentation) should be chosen by the teacher to encourage peer support within each group.
SUMMARIZATION	A culminating multimedia project entitled <i>Important Jazz (insert instrument here) From The Five Periods of Jazz</i> will offer students the opportunity for small group collaboration to sort, display, and synthesize their knowledge of jazz greats on their particular instrument. A <i>Project Description</i> and <i>Project Checklist</i> will be offered to help students plan and organize responsibilities for their heterogeneous group project.
Evaluation of Content:	<p>✓ <i>Important Jazz Instrumentalists Project Rubric</i> will be used to assess student understanding and mastery of the learning objectives.</p> <ul style="list-style-type: none"> • Student will show proficiency through a score of at least 2/3 for requirements • Student will show proficiency through a score of at least 2/3 for content • Student will show proficiency through a score of at least 2/3 for organization
Evaluation of Curriculum and Technology Integration:	<ul style="list-style-type: none"> ➤ Evaluate classifying/categorizing Extended Thinking (ET) skills through Animoto presentation. ➤ Evaluate comparing and contrasting (ET) skills through Animoto presentation. ➤ Evaluate technology skills during class work in small groups.



Important Jazz Instrumentalists Project Rubric

	3 pts	2 pts	1 pts	0 pts
Requirements	3 All requirements on Project Checklist are met.	2 One requirement on Project Checklist was not completely met.	1 More than one requirement on Project Checklist was not completely met.	0 No attempt was made.
Content	3 Covers topic in-depth with details and examples. Subject knowledge is excellent.	2 Includes essential information about the topic but there are 1-2 factual errors.	1 Content is minimal OR there are several factual errors.	0 No attempt was made.
Organization	3 Content is well organized.	2 Content is organized in most cases.	1 Content is disorganized.	0 No attempt was made.
Oral Presentation	3 Interesting, well-rehearsed with smooth delivery that holds audience attention.	2 Delivery not smooth, but able to hold audience attention most of the time.	1 Delivery not smooth and audience attention lost.	0 No attempt was made.

Rubric created with iRubric