

## LOCALLY DEVELOPED COURSE OUTLINE

Vocal Jazz15-3

Vocal Jazz15-5

Vocal Jazz25-3

Vocal Jazz25-5

Vocal Jazz35-3

Vocal Jazz35-5

Submitted By:

**Chinook's Edge School Division No. 73**

Submitted On:

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## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	75.00	09/01/2016	08/31/2020	Acquired	Reauthorization	G10 G11 G12
15-5	125.00	09/01/2016	08/31/2020	Acquired	Reauthorization	G10 G11 G12
25-3	75.00	09/01/2016	08/31/2020	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2016	08/31/2020	Acquired	Reauthorization	G10 G11 G12
35-3	75.00	09/01/2016	08/31/2020	Acquired	Reauthorization	G10 G11 G12
35-5	125.00	09/01/2016	08/31/2020	Acquired	Reauthorization	G10 G11 G12

### Acknowledgment

### Course Description

Vocal Jazz offers students the opportunity to study the jazz idiom as a subject in its own right in a small ensemble setting and as an integral part of the Fine Arts program. Vocal Jazz is the study of a uniquely North American art form that tells the history of people. In this musical form, the human voice becomes the instrument of delivery.

Enrolment in this course will be based on the teacher's recommendation and permission by the principal. It is recommended that students have taken the courses in sequence and accompanied by Choral 10-20-30 or Choir 15-25-35.

### Course Prerequisite

# Philosophy

The central purpose of all Fine Arts courses in the CBE is to live a creative life. The Arts foster a way of being that cultivates an adaptive, curious, open, and exploratory approach to life: an optimized capacity to pay attention and to interpret. It fosters an impulse to build, to create, to experiment and take risks. It is a participatory way of being that invites each of us to be a part of something bigger than ourselves.

The means by which students in Fine Arts courses seek to lead a creative life is through engaging in artistic performance and encounters with art and artists in a studio environment. Through artistic performance and interactions with art and artists, concepts and authentic artistic practice are linked, new connections are made and skills are developed. Engaging in artistic performance means undertaking active, creative work that provides the opportunity to express oneself, one's ideas and understandings. Encounters with art and artists means the thoughtful interaction with work of artists in the field for the purposes of inspiration, analysis, and exploration. Engaging in artistic performance and encounters with art and artists are not mutually exclusive, and typically occur in conjunction with one another.

Within the apprenticeship model of Fine Arts courses, teachers are also students, mentors and members of an artistic community. They stay abreast of research, issues, events, emerging trends in the field, and guide meaningful learning progressions. Through their apprenticeship, students develop mastery of tools and techniques, engage with meaningful topics, and develop increasing sophistication and sensitivity in noticing all while working alongside other artists.

Jazz is recognized as a true North American art form that continues to evolve with each new musician. The jazz tradition of improvising is in essence composing spontaneously and through this musical form students are asked to demonstrate not only technical skill, but creativity in expressing original ideas.

This course is process-driven and gives students the opportunity to focus their learning by exploring and experiencing skills necessary to understand and communicate musically, culminating with performance opportunities. Vocal Jazz is an intimate experience for musicians and audiences, and the selections of music, practiced and performed, reflect this intimacy. The ensemble nature of Vocal Jazz fosters creative collaboration, problem-solving and individual responsibility.

# Rationale

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society."

Vocal Jazz offers students the opportunity to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In high school, the Vocal Jazz program is a specific discipline and plays an integral part of the Music programs offered to students.

The structure of this course is meant to foster the central purpose of living a creative life. The Arts are living fields of knowledge that invite a lifetime's study. By nature, artistic study is active, creative and dynamic. Artistic experiences are fluid and responsive to the individual, but provide concrete opportunities to synthesize understandings and find new meaning. By learning through an apprenticeship model students engage in authentic artistic practice, performance alongside other artists, and become members of a community.

By working collaboratively in an ensemble setting students learn to communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community. Through the practice, performance and critical listening of jazz repertoire, students experience the many historical periods and styles presented by master musicians, composers and arrangers.

Vocal Jazz provides specific opportunities for the exploration of the unique qualities and skills of jazz musicians. In Vocal Jazz students will develop an understanding of, apply, and creatively adapt the aural history of jazz music that has been passed down since its inception in the early 20th Century. Students develop understanding related to complex harmonic structures, stylistic interpretation, vocal blend and microphone and vocal techniques. Some skills sets may be introduced in the Choral 10-20-30 courses and Vocal Jazz builds on these skills specifically within the jazz idiom.

## **Learner Outcomes**

The general and specific outcomes span all course levels. As they progress, students are expected to show an increased sophistication and refinement of skills in demonstrating the outcome. The detail and specific demands required of students increase at each grade level. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

## **General Outcomes**

- 1 Apply and refine musical skills through performance of diverse stylistic and musical elements unique to vocal jazz**
- 2 Critically reflect upon and respond to the performance of jazz music as self, ensemble and audience**
- 3 Demonstrate the personal practice and rehearsal skills necessary to participate as a vocal jazz musician within an ensemble**

## Specific Learner Outcomes

<b>1 Apply and refine musical skills through performance of diverse stylistic and musical elements unique to vocal jazz</b>	<b>15-3 15-5 25-3 25-5 35-3 35-5</b>
1.1 Understand and apply choral musical techniques to different vocal jazz styles	X X X X X X
1.2 Understand and apply the unique musical elements and forms within vocal jazz styles	X X X X X X
1.3 Demonstrate self-expression through interpretation and improvisation	X X X X X X
1.4 Demonstrate effective microphone performance techniques	X X X X X X

<b>2 Critically reflect upon and respond to the performance of jazz music as self, ensemble and audience</b>	<b>15-3 15-5 25-3 25-5 35-3 35-5</b>
2.1 Critically analyze vocal jazz music and provide constructive feedback	X X X X X X
2.2 Recognize and identify unique musical elements in performance	X X X X X X
2.3 Demonstrate an understanding of the variables of performing in a variety of circumstances	X X X X X X

<b>3 Demonstrate the personal practice and rehearsal skills necessary to participate as a vocal jazz musician within an ensemble</b>	<b>15-3 15-5 25-3 25-5 35-3 35-5</b>
3.1 Demonstrate effective personal practice routines	X X X X X X
3.2 Demonstrate individual responsibility and collaboration as part of the rehearsal process	X X X X X X
3.3 Demonstrate effective individual and group warm-up techniques	X X X X X X
3.4 Demonstrate understanding and appropriate use of the components of a sound system	X X X X X X

# Facilities or Equipment

## Facility

There are no special facilities or spaces required to teach this course. A standard high school music classroom is a suitable setting in which to implement this course. A stage or performance area would be beneficial.

Facilities:

## Equipment

There is no additional equipment required to teach this course, beyond that which is generally found in a standard high school music classroom. A sound system would be beneficial.

## Learning Resources

Choosing resources for Vocal Jazz means selecting quality musical repertoire and audio/video/online resources appropriate to the general learner outcomes outlined in course considering the competency and student ability level.

The emphasis is on learning and performance not professional production. The teacher is responsible for music selections that expose students to a wide variety of quality music specifically written for vocal jazz ensembles.

# Others

## **Sensitive and Controversial Content**

It is expected that all issues and texts that may be controversial or sensitive will be discussed with school administration prior to coverage in class.

Guiding principles for dealing with sensitive and controversial issues are outlined in Chinook's Edge *Policy 2-09 Teaching About Controversial Issues*.

## **Mitigation Strategies**

## **Safety Components**

All Chinook's Edge health and safety procedures will be followed as per regular classroom instruction, in accordance with Chinook's Edge *Administrative Procedure 4-19 Health & Safety*.

If students are taken off campus, all Chinook's Edge procedures pertaining to planning, parental consent, risk assessment, etc., will be followed in accordance with Chinook's Edge *Administrative Procedure 2-09 Field Trips - Planning & Requirements*.

## **Mitigation Strategies**

## **Significant Overlap with Provincial Curriculum**

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

# Assessment

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning
- Assessment data is gathered from a broad range of assessment activities and includes

information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success

- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

## References

Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International,

87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final

report. Edmonton, Canada:

## **Course Evaluation and Monitoring**

The Associate Superintendent Learning Services, in collaboration with the school Principal, will evaluate and monitor these courses to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge) are met. The school Principal will supervise course implementation at the school level.

Course prerequisites, copyright privileges, and conditions listed by the developing board will be strictly adhered to.

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