Vocal Jazz 35-3

Submitted By:
Chinook's Edge School Division No. 73

Submitted On:
Jun. 10, 2015
Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions
## Course Basic Information

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Vocal Jazz 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Number</td>
<td>3</td>
</tr>
<tr>
<td>Hours of Instruction</td>
<td>75.00 hrs</td>
</tr>
<tr>
<td>Implementation Dates</td>
<td>9/1/2015 - 8/31/2016</td>
</tr>
<tr>
<td>Proposal Type</td>
<td>Reauthorization</td>
</tr>
<tr>
<td>Development Type</td>
<td>Acquired</td>
</tr>
<tr>
<td>Designed Grade Level</td>
<td>Grade 10</td>
</tr>
<tr>
<td></td>
<td>Grade 11</td>
</tr>
<tr>
<td></td>
<td>Grade 12</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal Jazz course offers students the opportunity to study the jazz idiom as a subject in its own right and as an integral part of the Fine Arts program, which is developmental in nature. Jazz is the study of the history of people through a uniquely North American art form that began as a vocal form.</td>
</tr>
<tr>
<td>The following are STRONGLY recommended.</td>
</tr>
<tr>
<td>Vocal Jazz 15: recommended or co-requisite is Choral 10 and/or Choir 15</td>
</tr>
<tr>
<td>Vocal Jazz 25: recommended is Vocal Jazz 15</td>
</tr>
<tr>
<td>co-requisite is Choral 20 and/or Choir 25</td>
</tr>
<tr>
<td>Vocal Jazz 35: recommended is Vocal Jazz 25</td>
</tr>
<tr>
<td>co-requisite is Choral 30 and/or Choir 35</td>
</tr>
<tr>
<td>Enrolment in Vocal Jazz 15, 25, 35 without the recommended course sequence and/or co-requisite is permitted with the music teacher’s recommendation and the approval of the principal.</td>
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</tbody>
</table>

| Course Prerequisite |
Philosophy

Vocal Jazz 15, 25, 35 offers students the opportunity to refine musicianship through skill development, personal practice, rehearsal and performance.

Jazz is recognized as a true North American art form that continues to evolve with each new musician. In high school, the Vocal Jazz program is a specific discipline and plays an integral part of the Choral Music and the music programs offered to students. The jazz tradition of improvising is in essence composing spontaneously. In Vocal Jazz 15, 25, 35, students will develop an understanding of, apply, and creatively adapt, the aural history of jazz music that has been passed down through the generations since its inception in North America in the early 1900’s.

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 public performance opportunities. Throughout this course, students will work collaboratively and communicate effectively to build understanding, advance learning goals and foster an increased individual contribution within a musical community.

Vocal Jazz 15, 25, 35 engages students in skills that may enhance participation in future academic, occupational and social settings. Through critical listening students will learn to analyze and assess the components of Jazz music. Students are encouraged to use their voice as an instrument to express their original ideas, demonstrating creativity and innovation.
Rationale

Vocal Jazz 15, 25, 35 provides specific opportunities for the exploration of jazz. Students develop skills 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 15, 25, 35 builds on these skills specifically within the jazz idiom.

Vocal Jazz is an intimate experience for musicians and audiences. For this reason, ensembles are limited in size. The selections of music, practiced and performed, reflects this intimacy. With the smaller ensemble individual responsibility is greater in rehearsal and performance.

Through the performance of the selected repertoire, students experience the many historical periods and styles presented by master musicians, composers and arrangers. Students will have performance opportunities such as public concerts, festivals and educational music trips.
Learner Outcomes

Vocal Jazz 15, 25, 35 offers students the opportunity to study music and develop musical competencies through the participation in a vocal jazz ensemble. It is designed to offer students the opportunity to experience music in a small performance group, an opportunity to creatively and critically interpret music as set forth by the teacher/director. Students will develop an appreciation for the role and impact of the ensemble as a means to communicate with an audience and the community through performance.

The general outcomes span all course levels. Vocal Jazz 15, 25, 35 is complex and spiralling in nature. The detailed and specific demands required of students increases at each grade level. Prior knowledge is required to advance musical skills. As well, performance expectations and literature become increasingly more challenging, requiring more comprehensive understanding and involving higher thought processes. Where a specific learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

General and specific outcomes in Vocal Jazz 15, 25, 35 course support the development of competencies outlined in Alberta Education’s Inspiring Education.

Learning Outcomes apply in both 3 and 5 credit courses. Since teaching and learning music is conical, comprehensive and global, the primary difference between 3 and 5 credit courses is the extent of exploration that occurs on each topic.

3 Credit Courses / 75 hours: the teacher will provide rehearsal and performance opportunities through exploration with a variety of genres.

5 Credit Courses / 125 hours: the teacher will provide rehearsal and performance opportunities through an extended exploration of a variety of genres.
NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

**General Outcomes**

1. Refine musicianship through the exploration, the practice and performance of vocal jazz
2. Apply the diverse aspects and components of vocal jazz
3. Develop and apply theoretical understanding of rhythmic patterns, chordal textures and harmonies that are specific to the jazz genre
4. Demonstrate self expression through interpretation and improvisation.
## Specific Learner Outcomes

<table>
<thead>
<tr>
<th>1</th>
<th>Refine musicianship through the exploration, the practice and performance of vocal jazz</th>
<th>15-5 25-5 35-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Apply and adapt an understanding of vocal jazz tone and diction.</td>
<td>X X X</td>
</tr>
<tr>
<td>1.2</td>
<td>Apply and adapt an understanding of articulation, phrasing, and dynamics unique to the different styles in jazz (i.e. ballad, straight eighth, swing, bebop, etc.)</td>
<td>X X X</td>
</tr>
<tr>
<td>1.3</td>
<td>Apply and adapt an understanding of various rhythms within the styles of jazz.</td>
<td>X X X</td>
</tr>
<tr>
<td>1.4</td>
<td>Apply and adapt an understanding of intonation, balance and blend within each section of the ensemble.</td>
<td>X X X</td>
</tr>
<tr>
<td>1.5</td>
<td>Utilize call and response as a tool for the development of style, tone and improvisational skills</td>
<td>X X X</td>
</tr>
<tr>
<td>1.6</td>
<td>Understand the role of a rhythm section</td>
<td>X X X</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2</th>
<th>Apply the diverse aspects and components of vocal jazz</th>
<th>15-5 25-5 35-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Practise and perform various jazz styles. (i.e. Blues, Swing, Bebop, Cool, Funk. Fusion, Latin, Rock, Ballad, Contemporary.)</td>
<td>X X X</td>
</tr>
<tr>
<td>2.2</td>
<td>Demonstrate an understanding of, and apply, jazz forms (i.e. through performance and recordings of Blues, Rhythm changes, standard song forms of AABA, A, II-V-I)</td>
<td>X X X</td>
</tr>
<tr>
<td>2.3</td>
<td>Apply swing feel within various jazz styles.</td>
<td>X X X</td>
</tr>
<tr>
<td>2.4</td>
<td>Apply articulations to various jazz styles</td>
<td>X X X</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Develop and apply theoretical understanding of rhythmic patterns, chordal textures and harmonies that are specific to the jazz genre</th>
<th>15-5 25-5 35-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Apply scales (major, minor, modes, Blues scales)</td>
<td>X X X</td>
</tr>
<tr>
<td>3.2</td>
<td>Apply and adapt articulations and scat syllables (i.e. dat, dwee-dot)</td>
<td>X X X</td>
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</tbody>
</table>
### 3.3 Practise and perform specific chords in isolation and in progression.

### 3.4 Practise and perform rhythmic and/or melodic patterns.

<table>
<thead>
<tr>
<th>4 Demonstrate self expression through interpretation and improvisation.</th>
<th>15-5 25-5 35-3</th>
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</thead>
<tbody>
<tr>
<td>4.1 Apply standard jazz forms, (i.e. through improvised solos of Blues, AABA, ABAB)</td>
<td>X X X</td>
</tr>
<tr>
<td>4.2 Develop an understanding of and apply standard chord progressions and chord scale relationships within jazz forms, (i.e. through improvised solos using Blues progression, V7-I, II-V, I, VI, II, V, I)</td>
<td>X X X</td>
</tr>
<tr>
<td>4.3 Demonstrate an understanding of improvisation through listening to vocal and instrumental jazz masters.</td>
<td>X X X</td>
</tr>
<tr>
<td>4.4 Apply and create original vocabulary inspired by jazz masters (i.e. acquired from listening to improvised solos of jazz masters)</td>
<td>X X X</td>
</tr>
<tr>
<td>4.5 Demonstrate appropriate use and care of microphones and cables.</td>
<td>X X X</td>
</tr>
<tr>
<td>4.6 Understand the components of a sound system (i.e. monitors, mains, snake, board, etc.)</td>
<td>X X X</td>
</tr>
<tr>
<td>4.7 Demonstrate effective microphone techniques (i.e. distance from mouth to microphone, when to change distance, etc.)</td>
<td>X X X</td>
</tr>
</tbody>
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### Facilities or Equipment

#### Facility

There are no special facilities or spaces required to teach this course. A standard music classroom is suitable for implementing this course; however, a performance stage / auditorium area with a standard sound system would be optimal.
Equipment

There is no special equipment recommended or required to teach this course.

Learning Resources

All resources used to teach Locally Developed Courses are subject to Board of Trustee approval and only those resources listed in this outline have been approved by the board motion attached.

Choosing resources for Vocal Jazz 15, 25, 35 means selecting quality musical repertoire, 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

Identification of Controversial or Sensitive Course Components

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

Identification of Safety Components

All Chinook's Edge School Division No. 73 procedures (planning, parental permission, risk assessment, etc.) will be followed (in accordance with Chinook's Edge School Division No. 73 Administrative Procedure 2-09 Field Trips & Excursions), should students be taken off campus.

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


report. Edmonton, Canada:
Course Evaluation and Monitoring

The Associate Superintendent, Learning Services, in collaboration with the school Principal, will evaluate and monitor the course(s) to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge School Division No. 73) are met. The school Principal will supervise the course implementation at the school level.
Course pre-requisites, copyright privileges, and conditions listed by the developing board will be adhered to.

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