

West Linn–Wilsonville School District

The Arts – Course Statement

<u>Course Title: Jazz Choir/Vocal Ensemble</u>	
Length of Course:	Year
Number of Credits:	2
Grade Level:	10, 11, 12
Prerequisites:	Director's approval (audition)
CIM Work Samples Offered in Course:	None
Date of Description/Revision: 2004	
Course Overview	
<p>This full year enrichment program, open to students interested in vocal jazz music, meets and rehearses daily before school, with 2-4 workshops in the evenings. This is an elite advanced ensemble, made up of soloists and combo members; students must demonstrate knowledge in music theory, aural skills and sight singing. Instruction focuses on the advanced level of jazz vocal technique, jazz harmony, structure, style, jazz history, sight singing, and often singing in 8-part harmony, using original charts arranged for vocal jazz ensemble. All performances are equivalent to tests/exams; therefore, attendance at all concerts is mandatory. Daily citizenship/participation grade is earned at all regular and special rehearsals, so attendance is heavily weighed into the final grade. The group performs at numerous special events, community functions, and jazz festivals. Also, students must be willing to perform at 'hired to perform' venues, with at least 1-week prior notice. Students will follow specific concert attire guidelines. Students may repeat this course, but must re-audition each year.</p>	
Essential Questions	Concepts providing focus for student learning
<ul style="list-style-type: none"> • What time period and time span does jazz music represent in the entire scale of music history? • What is the significance of jazz music and who are the most influential jazz musicians (instrumentalists, composers, singers) in this genre of music? • From where and whom did jazz music originate and why (what was the original function)? • How has jazz music evolved and what are the various styles, colors, and forms in jazz? • What are the similarities and differences in vocal techniques between traditional choral singing and jazz singing? • Why is it so important for jazz singers to have a classical/trained singing background? • How does each member develop into becoming a jazz soloist and what are the roles of the soloist versus the accompanist? 	
Proficiency Statements	
<p>Upon completion of course, students will:</p> <ul style="list-style-type: none"> • Sing with good fundamental jazz singing technique (including breathing, posture, intonation, resonance, articulation), producing their best individual sound, in helping to create their best 	

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<p>ensemble sound.</p> <ul style="list-style-type: none">• Demonstrate improved sight reading and aural skills.• Listen to and make educated value judgments about selections of jazz recordings and performances.• Gain a better understanding of the history of jazz music and styles of jazz (ballad, samba, blues, gospel, etc.).• Demonstrate professional mannerism, discipline, and etiquette as performers and audience members.• Gain self-confidence through their performance experiences.	
General Course Topics/Units & Timeframes	
<ul style="list-style-type: none">A. Vocal Technique: Posture, Breath Support, Tone, Vowels, Diction, IntonationB. Music Theory & Reading: Notation, Structure, Basic Elements, Sight ReadingC. Aural Skills: Solfege, Intervals, Harmony, Dictation, Music AnalysisD. Ensemble Technique: Blend, Balance, Dynamics, Musicality, Technicality, ToneE. Music History: Influential Singers and Instrumentalists, Sound, Form, Harmony, RhythmF. Value Judgment: Listening, Discussions, Research, ReportsG. Professionalism/Discipline: Concert Mannerisms, Etiquette, EvaluationsH. Performances: Stage Presence, Practices, Jazz Festivals	
Resources	
<ul style="list-style-type: none">• Choral Literature: 16-20 different titles, from choral library and/or ordered from Pepper Music (Tacoma, WA), Sheet Music Service (Portland, OR), or local arrangers.• Other: Recordings – various sources representing different jazz periods and styles.• Other: Jazz workshops and retreats; work with other high schools, colleges, and clinicians.	