

Name: Ms. Monclova

Date: 10/30/14

Grade Level: Jazz Band 2

Materials needed:

- Instruments
- Blues Warm-Ups and Workouts* By Paul Jennings
- Rockin' Bells* By Victor Lopez

Standards:

National:

- 2.a.b.c.e.
- 5.a.c.d.
- 6.c.
- 7.b.

State:

- Strand 1, Concept 2
 - PO 304, PP 306, PO 308, PO 311,
- Strand 1, Concept 5
 - PO 304 - 305,

Objectives/assessment:

Objective(s) TSWBAT:

- Demonstrate high participation during in-class discussions and music focus.
- Compare and contrast articulations: tenuto, staccato, marcato, and accents.

Assessment (Closing Task):

- Challenge themselves in putting more of their personalities/excitement/life into their jazz experience.
- Consistently differentiate appropriate style markings.

Personal objective:

- Discussion: stay focused and work on relating activity to importance (ask, don't tell)
- Play more, talk less!
- Acknowledge everyone

Procedure:

- Warm up: *IV - Blues Workout (Bb)*
 - Over do articulations. Make as concrete as possible.
 - What's the difference between - and .? How about ^ and >? Explain. Play!
 - What happened when we over did the articulation? (Lost the jazz/dance feel)
 - What can we do to fix that? (Loosen up, get excited, add more YOU - without losing the solid articulations!)
- *Rockin' Bells*
 - M. 75: main focus- articulation (as above)
 1. Carry over warm up to the closure
 - Repeat same steps from warm up if need be
 2. Break down individual parts.

- Rhythm section play alone/winds play alone: what do you hear? How can they fix it? Let's try it!
- Make sure to pay attention to > vs ^
 - >s on up beat eights (trumpets and trombones) bring out. Pop!
 - ^s in leading melody! Don't want to sound like a >. What do you have to do orally to differentiate between ^ and a >?
- Touch m. 28
 1. Rhythm! Differentiate eighths and triplets
 2. Make sure > and crescendo on high note of glissando is heard
 3. Break down m. 35 in relation to phrase
- Final run - have fun with it