

**DRAFT 2006**  
**Jazz Band Standards and Benchmarks – High School**  
**Body of Knowledge**

**Goal 25:** Know the language of the arts.

**Learning Standard A:** Understand the sensory elements, organizational principles, and expressive qualities of the arts.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Recognize and identify the elements of band (instrumental music) (e.g., mechanics of playing: tone production; rhythm-attack, sustain, release; articulation).	<ul style="list-style-type: none"> <li>• Know jazz articulations and inflections.</li> <li>• Know equipment considerations for each instrument.</li> </ul>		
Recognize and identify the principles used in band (instrumental music) (e.g., phrasing, balance, blend, dynamics).	<ul style="list-style-type: none"> <li>• Know the role of lead players, soloists, rhythm section and winds.</li> <li>• Know the duties of each part.</li> </ul>		
Recognize vocabulary that pertains to band (instrumental music) (e.g., tempo markings, dynamic markings, stylistic markings).	<ul style="list-style-type: none"> <li>• Know how to play musical figures in the following styles: swing, Latin, fusion, ballad, rock-funk, blues, shuffle.</li> </ul>		

**Goal 26:** Through creating and performing, understand how works of art are produced.

**Learning Standard A:** Understand processes, traditional tools, and modern technologies used in the arts.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Demonstrate an understanding of the mechanics of instrumental music production (e.g., correct fingerings, slide positions, sticking patterns, rhythms, articulations, and tuning).	<ul style="list-style-type: none"> <li>• Know the blues scale and modes.</li> <li>• Know how to read chord changes.</li> <li>• Know how to tune independently.</li> <li>• Perform music at the difficulty level of grade level 3 to 4.</li> </ul>		
Describe/analyze the process of studying, rehearsing, and performing an instrumental musical piece (e.g., scan, sight read, troubleshoot, clean and polish).	<ul style="list-style-type: none"> <li>• Sight read a piece at the difficulty level of 2 to 3.</li> </ul>		

**Learning Standard B:** Apply skills and knowledge necessary to create and perform in one or more of the arts.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Demonstrate proficiency in the interpretation of assorted styles of band (instrumental) music, utilizing a variety of articulations, dynamics, playing techniques, etc.	<ul style="list-style-type: none"> <li>• Know how to play eighth notes in swing and straight styles.</li> <li>• Know how to develop an improvised solo</li> </ul>		

**Goal 27:** Understand the role of the arts in civilizations, past and present.

*Learning Standard A: Analyze how the arts function in history, society and everyday life.*

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Compare and contrast how music functions as an art in contemporary American society with its function in other societies, past and present.	<ul style="list-style-type: none"> <li>Know how call and response, dance, expression/improvisation, and ballads/vocalists have influenced jazz throughout history.</li> </ul>		
Analyze the distinguishing characteristics of pieces of music from various time frames and styles.	<ul style="list-style-type: none"> <li>Know the characteristics of: swing, bebop/bop, cool, fusion, Dixie/traditional, Latin, standards/pop.</li> </ul>		
Perform with acceptable authenticity various musical pieces from assorted historical periods and various cultures.	<ul style="list-style-type: none"> <li>Know how to play selected literature with historic and stylistic accuracy.</li> </ul>		