



**Horizon High School**  
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<http://www.horizon.adams12.org>



<b>School Year</b>	2016 - 2017	<b>Teacher Name</b>	Erica Fleeman
<b>Office</b>	Music	<b>Website</b>	<a href="http://www.horizonhawksbands.org">http://www.horizonhawksbands.org</a>
<b>Phone</b>	720-972--4472	<b>Blog</b>	
<b>Email Address</b>	Erica.m.fleeman@adams12.org		

		Jazz Ensemble 1 and 2	
<b>Course Description</b>		Contemporary Band courses help students develop their techniques for playing brass, woodwind, percussion, and string instruments, as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock. NOTE: Students will be required to perform in concerts, festivals, and clinics. Many of these take place outside the regular school day.	
<b>Unit of Study</b>		<b>Approximate Time Spent or Percent of time Spent</b>	<b>Targeted Date of Assessment</b>
Expression of Music	<ol style="list-style-type: none"> <li>1. Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal music grade level of 3 on the difficulty rating scale (1 – 6).</li> <li>2. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression.</li> <li>3. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale.</li> <li>4. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits.</li> </ol>	100%	After each performance, and periodically throughout the quarter
Creation of Music	<ol style="list-style-type: none"> <li>1. Improvise a stylistically appropriate instrumental solo over a given harmonic progression.</li> <li>2. Compose complex music in several distinct styles.</li> <li>3. Arrange selections for voices or instruments other than those for which they are, written in ways that preserve and enhance the expressive effect of the music.</li> </ol>	30%	Periodically throughout the semester
Theory of Music	<ol style="list-style-type: none"> <li>1. Interpretation of music elements and ideas</li> <li>2. Understand the classification of music, be it genre, style, historical period or culture</li> <li>3. Evaluation of music using critical, informed analysis</li> </ol>	40%	Following performances and periodically throughout the semester
Aesthetic Valuation of Music	<ol style="list-style-type: none"> <li>1. Practice of appropriate behavior during cultural activities.</li> <li>2. Evaluation of the quality and effectiveness of musical performances</li> </ol>	25%	Following performances



	3. Development of criteria-based aesthetic judgment of artistic process and products in music. 4. Knowledge of available musical opportunities for continued musical growth and professional development		
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Grading Scale		Grade Percentages/Weights	
A	90-100	Summative Assessments & Projects	80%
B	80-89	Formative Assessments & Projects	20%
C	70-79		
D	60-69	*Weekly progress grades are posted at	
F	59 or below	<a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a>	

General Expectations
<ul style="list-style-type: none"> <li>Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.</li> <li><b>Summative: 80%</b> Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)</li> <li><b>Formative: 20%</b> Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.</li> <li>Assessments will be graded based on teacher/district/state rubrics.</li> <li>On group projects, students will receive a grade for individual work and a group grade.</li> <li>Grades are based on achievement of Content Standards and Grade Level Expectations.</li> </ul>
Due to the nature of this course's content, it is a performance-based class. Each student is a major contributor to the ensemble's success and level of performance.
Class Expectations
<b>Missing or incomplete assignments/assessments for this course:</b> Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.
See Band Handbook
Student Expectations
See Band Handbook. Students are expected to attend performances, a majority of which are held outside the school day.

## HHS Jazz Band Calendar 2016 - 2017

Date	Event	Place	Time
November 15	Jazz Ensemble Concert*	HHS Auditorium	7 p.m.
December 1 - 2	Legend Jazz Festival * <b>Jazz I only</b> *	Legend High School	All Day: Perf Time TBD
December 13	Holiday Band Concert (Jazz Bands will perform.)	HHS Auditorium	**6:30 p.m. **
January 31	Jazz Ensemble Concert* **with middle school jazz bands*	HHS Auditorium	7 p.m.
February 15 - 17	Mile High Jazz Festival	CU- Boulder Mackey Auditorium	TBD - We will play on one of the three days.
April	Jazz Festival Trip	Kansas City	TBD - Jazz Bands & Srs
May 4	Jazz Ensemble Concert*	HHS Auditorium	7 p.m.

**NOTE:** Time of event is when the performance begins. The band will have a call time that is earlier than the event. Amount of time needed before the event is determined based on the type of performance.