

Birch Creek Music Performance Center, Inc. - Artists in the Schools: Jazz
Curriculum Standards

The following curriculum correlations are designed to help educators align **Birch Creek Music Performance Center's Artists In The Schools: American Jazz Program** to the Wisconsin Model Academic Standards for Music and Social Studies.

There are other applicable standards as well as these, but the following list gives educators and administrators an idea of how to use Birch Creek's enrichment program as a resource for ongoing in-school curriculum.

Topic: Jazz From The Roaring Twenties to The Present

Wisconsin Model Academic Standards for **Social Studies**

B. History: Time, Continuity, And Change

Twelfth Grade

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history.

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions. (*Experiences in the Roaring Twenties, a culturally vibrant time, hallmarked by the Jazz Age and rising American ethnocentricity and racial intolerance for racial diversity.*)

E. The Behavioral Sciences: Individuals, Institutions, and Society

E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.

Topic: Jazz: Life Beyond the Blues Scale and Time/Feel and Groove

Wisconsin Model Academic Standards for **Music**

F. Music Response - Analysis

Eighth Grade

F.8.1 Describe specific musical events upon listening to a given example, using appropriate terminology

F.8.2 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and their application in analyzing written and/or aural examples of music

Twelfth Grade

F.12.1 Analyze the elements of music and expressive devices used in music from diverse genres and cultures upon listening to a given musical example

F.12.2 Understand the technical vocabulary of music (such as Italian terms, form, harmony, and tempo markings)

F.12.3 Identify and explain compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work

F.12.5 Listen to and analyze examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices

F.12.7 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

F.12.9 Compare how musical materials are used in a given example relative to how they are used in other works of the same genre or style

H. Music Connections - The Arts

Eighth Grade

H.8.3 Describe how the principles and subject matter of other school disciplines interrelate with those of music

H.8.6 Compare the terminology and contrasting definitions of various elements in each of two or more arts

Twelfth Grade

H.12.1 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

H.12.3 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another

H.12.13 Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures

I. Music Connections - History and Culture

Eighth Grade

I.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures

I.8.3 Compare, in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed

Twelfth Grade

I.12.2 Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them

I.12.3 Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements

I.12.7 Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical or cultural context

I.12.8 Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences