



COCHRANE HIGH SCHOOL MUSIC DEPARTMENT COURSE OUTLINE



COCHRANE HIGH
PERFORMANCE
& VISUAL ARTS
OUR VOICE THROUGH ART

Instrumental Jazz 9/15/25 (Junior Jazz 2)

awaterbury@rvschools.ab.ca (for Student use)

awaterbury@rockyview.ab.ca (for Parent use)

Mrs. April Waterbury

403-932-2542 ext. 6939

Thursdays 7:15-8:45am (J-Block/Period '6'), mandatory sectionals, extra workshops/rehearsals

Office Hours: Available by appointment. Every effort will be made to meet as soon as possible.

Co-requisite:

Instrumental Music 10/20/30

Pre-requisite:

Previous year of band/approval

Credits:

5 credits. **NOTE:** Time allocated on Thursday rehearsals is not sufficient for course requirements. Therefore, all students must participate in scheduled sectionals, clinics, workshops, and *all* performances. A schedule will be provided at the start of the year.

Course Description:

This is a beginner to intermediate jazz performance-based program. Activities will focus on the development of each student as a well-rounded musician. This will include jazz technique, theory, listening, music appreciation, rhythm section foundations, and large ensemble performance. We will build upon skills learned in Instrumental Music and focus on jazz specific skills including various styles and form, improvisation, transcribing, spoken/played jazz articulations, and extended technique. The development of teamwork, individual practice, creativity, self-expression, and complex thinking skills are also of great importance.

Course & Class Expectations:

In addition to the regular school expectations, music students are expected to:

1. Make a positive contribution to any ensemble they perform with
**Positive contributions include how you play, practice/prepare, respect others, behave, focus, and participate!*
2. Since this is a performance-based course, it is a requirement that students attend all rehearsals, dress rehearsals, sectionals, warm-ups, workshops, clinics, and all performances. A calendar will be provided.
3. Be punctual to all rehearsals, performances, sectionals and workshops/clinics
** Being on time for music class means you are **in your seat ready to play**, not just walking in the door when class/rehearsal begins. Please arrive in enough time to set up and warm-up! ☺*
4. Make the most of every rehearsal opportunity & lesson
**Do your best, aim for improvement, listen attentively, be an amazing teammate, and have fun!*
5. Be organized – come prepared with a **pencil, eraser, instrument, music, folder, care kit**, etc.
6. Support one another at all times with care, respect and maturity in an inclusive environment
The learning environment in our Performance & Visual Arts Courses **MUST be conducive to creativity and risk-taking. Emotional/social safety and trust are the key components of this type of program. Students are expected to contribute to that environment through mutual respect and support of one another, their teachers and facility.*
7. **Maintain a regular, individual practice routine**
**Students are expected to practice at home, or free time at school, to practice assigned rehearsal and technical work. All students should be practicing 120 minutes per week at this level. Consistency is key!*
8. Maintain their instruments in good working order – **cleaning and care is a must.**
9. Attend ALL performances, festivals, clinics, sectionals, and workshops
Attendance and participation in class are key components of academic & ensemble success. Students are expected to attend class **regularly and promptly. You are responsible for making up the practice/performance due to absences. Please refer to your "Student Handbook" to review school policy regarding attendance. Every effort will be made to assist you in the work you have missed.*
10. Respect to self and others; respect equipment, instruments & classroom
Mutual respect is the foundation for **all of our interactions in this class. All members of the class are expected to promote and contribute to a positive learning environment. This includes not using phones/other devices during class. Respect yourself, others and all property in the music room.*

Evaluation:

Report card marks for each term will be based closely on the following:

1. Music performance, Technique/Skill, and music literacy 60%
2. Process, Ownership, and Collaboration 40%

PERFORMANCE, SKILL & LITERACY

Students are assessed based on their competencies in Performance, Skill and Music Literacy in the music classroom. These are evaluated by looking at the following:

Process – Improvement & development of skills; How student collaborates; How they Work.

- Demonstrates an improvement in technical and/or rehearsal skills over each term.
- Contributes to the classroom/rehearsal process, ensemble sound and discussions.

Performance – Evaluation of individual Performance within the ensemble/skill taught.

- Perform technical passages, scales/warm-ups with correct notes, rhythms, tempo and articulations.
- Unify tone, tuning, note length, dynamics and articulations with the full ensemble.
- Follow conductor in appropriate tempo, musical character, dynamics, attacks & releases.
- Perform with proper posture, hand position, and ensemble/performance etiquette.

Ownership – Personal contribution to process (rehearsal), creativity, and performance.

- Student takes personal accountability for their role in the rehearsal process.
- How each student takes smart musical risks in creativity and pushing their abilities.
- Individual care and contribution to ensemble sound, musicality and performance.
- Individual accountability for personal practice and preparation at home and school.

Team Work – How you work as a group/learn from each other.

- Attitude and Effort is everything – students must learn to positively work as a group & collaborate.
- Students are accountable for their own behavior and contribution to the ensemble.
- All members of our ensemble are required to follow rehearsal etiquette.
- How students work to unify their sound, articulations, technique and musicality together.

Self/Peer Reflection – How students evaluate and learn from their own process and growth.

- Students will be asked to reflect on their learning, their growth and their process.
- How students evaluate and make change in their own work and work as an ensemble.

Music Literacy – Understanding of musical terms, reading notation, musical form & theory.

- Ability to read, comprehend and put into action all musical notation and terminology.
- Understand musical form, shape and phrasing, and use them correctly in performance.

Demonstration of Skill – The ability to perform a learned musical technique or skill.

- Ability to play all musical articulations, dynamics, phrases and rhythms.
- To play all chromatic notes on my instrument with good tone, timbre and volume.
- Perform all rhythms in Compound and Simple time, including syncopations & triplets.

****IN TONE, IN TUNE, IN TIME, IN TOUCH****

To master music, is to fully understand and demonstrate the basics of sound, rhythm/time, team (ensemble) work, listening and emotional connectivity. We will work together this year to achieve all of these beautiful skills, as a team and an ensemble.

Fine and Performing Arts Assessment Policy

To enhance your students' learning experience, ensure timely feedback, and promote a sense of independence for all students, we have updated our assessment guidelines at Cochrane High School. Performance and Visual Arts teachers will make every effort to update Power School with student progress on a bimonthly basis. In turn, we request that students submit work in a timely manner, as outlined by CHS assessment guidelines. Outstanding work two weeks past the original deadline will no longer be accepted and will result in a mark of zero. We will ensure students have the opportunity to access PVA teachers for help and feedback at any time. If necessary, teachers will endeavor to reach out to students and parents prior to the two-week assessment window closing. Student appeals may be accepted on a case-by-case basis.