

Plymouth Regional High School

Rhythm Section (Jazz Ensemble) Proficiencies

Element (and Standard)	Level 6- Advanced	Level 5- Senior Proficient	Level 4- Junior Proficient	Level 3- Sophomore Proficient	Level 2- Freshmen Proficient	Level 1- Introduction Proficient
Range *2	Student has mastered playing in a combo, and can play sensitively toward a musical experience.	Student can hear when he is in balance with the rhythm section and react appropriately.	Student will play all written chords or bass line and variations in the appropriate style	Student will play all written chords or bass line and variations in a variety of ways as well as melodies in first position	Student will play all written chords or bass line and variations.	Student will play most chords with some variation.
Scales (from memory) *2	Student will play all major and minor scales	Student will play up to 5#/5b major and minor scales	Student will play 4#/4b major and minor scales	Student will play 3#/3b major and minor scales and chromatic 2 octaves	Student will play 2#/2b major scales	Student will play 1#/1b major scales including C.
Sight reading *5	Student will sight read with accuracy NYSSMA Level IV.	Student will sight read with accuracy NYSSMA Level III.	Student will sight read with accuracy NYSSMA Level III.	Student will sight read with accuracy NYSSMA Level II.	Student will sight read with accuracy NYSSMA level II.	Student will sight read with accuracy NYSSMA level I.
Listening *6	Student will describe listening examples with exemplary detail and make connections to previous discussions	Student will describe listening examples with great detail without prompt.	Student will describe listening examples with good details without prompt	Student will describe listening examples with excellent details with prompt	Student will describe listening examples with some details with prompt	Student will answer the prompts when given a listening example.
Improvising *3	Student will improvise stylistically appropriate harmonizing parts in a variety of styles	Student will improvise stylistically appropriate harmonizing styles	Student can improvise over several different styles with a high degree of success.	Student can improvise over different changes with a high degree of success.	Student can improvise over Bb blues using the blues scale.	Student will experiment with improvisation
Evaluating Music *7	Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings.	Same as Freshmen	Same as Freshmen	Same as Freshmen	Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.	Begin to qualities of excellence and make comparisons
Music in relation to history *9	Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.	Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind the classifications.	Demonstrate and excellent understanding of music in a variety of styles and contexts	Demonstrate a solid understanding of music in a variety of styles and contexts.	Demonstrate a good understanding of music in a variety of styles and contexts	Demonstrate a rudimentary understanding of music in it's relation to history
Relationship between other arts *8	Compare the use of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures	Explain how elements, artistic processes, and organizational principles, are used in similar and distinctive ways in the various arts, and how principles outside the arts are interrelated with those of music.	Same as Senior	Same as Senior	Same as Senior	Begin to show a connection between the arts and disciplines outside the arts.