**Jazz Ensemble Choice Board**

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| **Have peers evaluate student’s ensemble performances of pure improv and provide appropriate feedback.**  **C:\Users\Patient Warrior\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DMSSCCIP\MP900442348[1].jpg** | **While listening to a blues selection write a personal reflection on what the piece of music means to you and how you hear the elements of music in the selection.** | **Use the blues scale pattern and write out the blues scale on the staff in at least 4 other keys besides B-flat.**  **C:\Users\Patient Warrior\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DMSSCCIP\MC900438441[1].jpg** |
| **Create a montage time line of blues selection that can show the history of blues and perform it on your instrument. Each selection should be just long enough for one to recognize its main melody.** | **The**  **Blues** | **Improvise a melody in class with a small ensemble (3 people including you). Use the blues chord progression and blues scale.** |
| **Make a percussion instrument of everyday household items to accompany a musical blues selection.**  **C:\Users\Patient Warrior\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TCWLIQEC\MC900438707[1].jpg** | **Attend a jazz/blues concert and analyze the relationship between the performers and the audience in this setting and compare this to other musical concerts.** | **Analyze the lyrics to any blues song and explain how the artists use the words to portray their “blues” feelings. How do you think the artist intended the listener to interpret the lyrics?**  **C:\Users\Patient Warrior\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KWZEYUV4\MC900230795[1].wmf** |