

NOTES FOR THE DIRECTOR:

This activity can be used as a warm-up at the beginning of rehearsal. The play-along track may be useful if you do not have a full rhythm section. Students can also use the track to practice individually.

This activity can be done over the course of several lessons. All 12 scales do not need to be taught at one time. For young groups, you may choose to learn only one a week.

Major scales are very important! If students learn this one scale, they can easily learn all of the modes of the major scale.

Make sure that students relate the scale to the given chord symbol. A major 7th chord can be notated several ways: Maj7, ma7, M7, Δ

Chords often progress in 4ths, so this is a great way to practice scales (Bb – Eb – Ab – Db – etc.). The accompanying scale packet is arranged this way.

A swing articulation is notated in the first four measures. This articulation should be continued throughout the exercise. For more information on jazz articulations, see the articulation lesson plan and activities.

Scales are notated up to the 9th degree. This puts the 1, 3, 5, 7, and 9 scale degrees on downbeats.

Singing the scale and arpeggio in numbers will help students internalize the scale and intervals.

Four notes voicings are written in the piano part. The student can comp (accompany using various rhythms) as they feel comfortable. The pianist can also read the guitar part to become familiar with the scales. The 4th measure of each key contains a turnaround to the next key. The major 7th chord becomes a dominant 7th chord. This creates a V-I relationship, which you will see often. Students should notice the stepwise movement of either the 3rd or the 7th when changing chords.

The guitarist can play the scales or comp chords. Both would be beneficial.

UNIT TOPIC: MAJOR SCALES

A basic swing pattern is notated for the drummer. The student can practice fills and setups at the end of each scale as they become comfortable.

The Play-Along Vamps allow students to use the scale without any “wrong” notes.

FOR MORE INFORMATION ON PIANO VOICINGS CHECK OUT THESE RESOURCES:

- Haerle, Dan: *Jazz Piano Voicing Skills: A Method for Individual or Class Study*, J. Aebersold Jazz.
- Levine, Mark: *The Jazz Piano Book*, Sher Music Co.
- Mantooth, Frank: *Voicings for Jazz Keyboard: A Comprehensive Approach to Contemporary Keyboard Voicings for the Performer, Arranger, Teacher, Jazz Theorist*, Hal Leonard.

FOR MORE INFORMATION ON JAZZ GUITAR CHECK OUT THESE RESOURCES:

- Ness, Dave: *Playing Guitar in a Jazz Ensemble*, Kendor Music.

FOR MORE INFORMATION ON DRUM SET CHECK OUT THESE RESOURCES:

- Helbing, Stockton: *Big Band Drum Set Sight Reading Etudes Volume I*, Stockton Helbing Music.
- Gabriele, Bobby: *Chart Reading Workbook for Drummers*, Hal Leonard.

FOR MORE INFORMATION ON SCALES AND HOW THEY CAN BE USED IN IMPROVISATION, CHECK OUT THESE RESOURCES:

- Haerle, Dan: *Scales for Jazz Improvisation: A Practice Method for all Instruments*, Studio Publications Recordings, Inc.
- Haerle, Dan: *The Jazz Language: A Theory Text for Jazz Composition and Improvisation*, Studio 224.
- Levine, Mark: *The Jazz Theory Book*, Sher Music Co.

UNIT TOPIC: MAJOR SCALES

PRIOR KNOWLEDGE:

Students should be familiar with one-octave scales.

TEKS:

117.310.c.3

Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to: demonstrate mature, characteristic sound appropriate for the genre; demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques; demonstrate rhythmic accuracy using appropriate tempo; demonstrate observance of key signature and modalities; demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and create and notate or record original musical phrases.

MATERIALS:

Major Scales and Arpeggios Scale Sheet

Major Scales Play Along Track

LESSON OBJECTIVES:

The students will learn all 12 major scales

The students will perform all 12 major scales in appropriate jazz styles

The students will be able to associate major scales with chord symbols

PROCEDURES:

Have students play the Concert Bb Major Scale (swung 8th notes)

Play or sing a Concert Bb pitch for the students and have them sing the scale and arpeggio using numbers (1 2 3 4 5 6 7 8 9 8 7 6 5 4 3 2 1 3 5 7 5 3 1)

Using the play-along track or a metronome, play through all 12 scales as an ensemble.

Students should relate the scale to the given chord symbol. This will be important for the improvisation activity.

UNIT TOPIC: MAJOR SCALES

ASSESSMENTS:

Students will play selected scales every day as a warm-up. The students should be accompanied by the rhythm section, play-along track, or a metronome.

Students will submit a recording performing all 12 major scales and arpeggios with the play-along track.

ACCOMMODATIONS/MODIFICATIONS

Students may be asked to submit only selected scales

Students may submit a video performing the scales on their own without the play-along track

Students may be asked to submit scales at a slower tempo with a metronome