# Jazz Ensemble Pedagogy and Methods

MUE 4481 001, 1 credit

Tuesday, Thursday 8:00 to 8:50

Office Hours: Thursday 9:00 to 11:00

Prerequisite: MUT 2116 (Music Theory 3) with a minimum grade of C

Kyle Prescott, DMA

Objective:

Upon successful completion of this course, students will be able to prepare for, administer and rehearse jazz bands at the secondary school level.

## Course Requirements and Methods:

Students will:

* Interpret jazz notation and chord symbols, and apply the same to written chords
* Apply through performance and notation correct phonetic interpretation and style to jazz figures
* Generate comprehensive lesson plans using procedures and methods of teaching improvisation skills to young instrumentalists.
* Describe in writing the function and interaction of the specific components of the modern jazz ensemble, with particular emphasis on rhythm section instruments.
* Demonstrate aptitude playing jazz piano and jazz drum set
* Study important works for jazz ensemble of the past sixty years, creating an annotated repertoire of works that serve specific pedagogical function in the development of secondary school jazz bands.

## Course Materials:

Required:

Dunscomb, J. Richard and Willie L. Hill Jr. Jazz Pedagogy: The Jazz Educator's Handbook and Resource Guide (Alfred Music Publisher: Van Nuys, CA. 2002)

Recommended:

Lawn, Richard. The Jazz Ensemble Director’s Manual; A Handbook of

Practical Methods and Materials for the Educator (C.L Barnhouse: Oskaloosa, IA. 1981)

Worksheets provided in course packet

## Course Calendar:

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| --- | --- | --- |
| Week 1 | Jazz Ensemble history, structure and purpose. Philosophy of jazz ensemble in public schools, Developing and nurturing the jazz program | CD 1;Read lawn ch.1, 2 |
| Week 2 | The language of jazz: notation and symbols | Jazz Theory pages 1-9 |
| Week 3 | Extended jazz harmony, alterations and substitutions | Jazz Theory pages 10-18 |
| Week 4 | Jazz harmony ear training: hearing the changes | CD 2; Extended harmony dictation test/ chord ID |
| Week 5 | Style and articulation – phonetics of jazz. | Jazz Language worksheets 1-4, Lawn Ch. 4-6. Rehearsal observation 1 |
| Week 6 | Phrasing and line – interpretation of jazz melody. Intro to the rhythm section: jazz drum set techniques | CD 3;Jazz Language worksheets 5-10, playing test 1 |
| Week 7 | The bass line, jazz drum set, con’t. The roles of each wind section. | Rehearsal observation 2, Lawn ch. 7-9, bass line worksheet |
| Week 8 | Piano and guitar comping, voicing for rhythm section | Piano comping blues and rhythm changes (playing test) |
| Week 9 | Teaching Improvisation 1; modal jazz, borrowing licks | CD 4;Lesson plan for improv 1 |
| Week 10 | Teaching Improvisation 2; ii V I, scales over changes, the turnaround | Lesson plan for improv 2 |
| Week 11 | Teaching Improvisation 3; plain vanilla blues, simple alterations; rehearsal observation 3 | Lesson plan for improv 3 |
| Week 12 | Teaching Improvisation 4; transcribing and larger forms; | Lesson plan for improv 4 |
| Week 13 | The good the bad and the ugly: selecting repertoire for young bands; large ensemble rehearsal techniques | Lawn ch. 3, FBA list |
| Week 14 | Modifying jazz charts to suit your band. Jazz education and the state music standards | Annotated repertoire list, drum set playing test |
| Week 15 | Final Exam/ Portfolio |  |

## Course Grading:

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| --- | --- |
| Final Exam/ Portfolio | 25% |
| Improvisation lesson plans | 20% |
| Jazz Theory worksheets | 15% |
| Jazz Language exercises | 10% |
| Repertoire Lists | 10% |
| Drum set playing test | 5% |
| Rehearsal Observations | 5% |
| Aural skills exam | 5% |
| Piano comping test | 5% |
|  | 100.00% |

Final grades will be assigned as follows:

93% - 100% A

90% - 92% A-

87% - 89% B+

83% - 86% B

80% - 82% B-

77% - 79% C+

73% - 76% C

70% - 72% C-

67% - 69% D+

63% - 66% D

60% - 62% D-

0% - 59% F

Incomplete Policy

A grade of Incomplete will be assigned only in the case of extreme emergency or illness*.*

Course Communication

All electronic communication must originate from a valid FAU email. Lecture notes, Study guides and other materials will be made available through the documents section of Blackboard. Listening examples will also be available for on-line listening through the course *iTunesU* site, accessible through a link in the documents section of Blackboard.

Disability Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures. <http://osd.fau.edu/>

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>