MU4850B JAZZ PEDAGOGY

INSTRUCTOR: Dr. Kevin Watson

EMAIL: kwatso54@uwo.ca

OFFICE: TC 116

PHONE: 519.661.2111 x 85896

OFFICE HOURS: By appointment

I hope that you will schedule an appointment to visit with me. It’s a chance to talk about the course, study strategies, research projects, or whatever else you’d like to discuss. You don’t have to have a problem to visit. If you find yourself having difficulty with a reading or an assignment, however, I definitely want to see you; I may be able to help.

TEACHING ASSISTANT: Allahyar Vazirov

EMAIL: avazirov@uwo.ca

OFFICE HOURS: By appointment

COURSE PREREQUISITE

Permission of the department. Unless you have either the requisite for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

COURSE GOALS

This course will provide participants with the methods and materials for teaching jazz to elementary through high school level students. Upon completion of this course, you will be able to describe the process of initiating a jazz program, list important criteria for selecting appropriate curricular materials, and demonstrate effective rehearsal strategies for directing both large jazz ensembles and jazz combos. In addition, you will be able to differentiate important characteristics of various jazz styles, identify common jazz compositional forms, and demonstrate methods for teaching beginning jazz improvisation.
COURSE MATERIALS

Required Readings

See OWL Course Readings page and readings posted on lesson pages

Recommended Materials


iRealPro App. http://irealpro.com

COURSE POLICIES

1. Each day all of us build our professional reputations. As such, it is expected that you will attend each class, be punctual, complete reading and writing assignments in a timely way, and participate fully and respectfully in class discussions. Thoughtful dialogue forms an essential component of mastering complex material. Note that you may contribute to class discussions in many ways: asking questions, offering your reactions to readings, acknowledging ideas offered by colleagues and drawing others into the discussion.

2. All written submissions must be word-processed and are due on the assigned due date. Late assignments will be accepted with a grade penalty of twenty percent per day. Assignments submitted more than 30 minutes past the due time will be considered late.

3. Please see the University’s policy on excused absences detailed below. An unexcused absence on the day of an exam or class presentation will result in a grade of F for that assignment. Numerous absences of any kind will be referred to the Department Chair for consideration of forfeiture of course credit.

4. Please turn all cell phones to the off or silent mode during class time. If you choose to bring your laptop/tablet to class, please use it only to access course material or take notes. Please refrain from non-class related communication (e.g., facebook, email, texting, surfing, etc.) during class time.
EVALUATION

The grade for MU4850 will be based on the following:

Written Reflection: 20 points
Transcription Project: 50 points
Performance Tests: 50 points
Teaching Project: 100 points
Combo Project: 50 points
Written Test: 50 points
Attendance/Participation: 30

Total: 350 points

ASSIGNMENT DESCRIPTIONS

Written Reflection

Based on the assigned readings, watching some of the model HS bands video on the Introduction unit page, and your own thoughts, write a reflection that addresses the following questions:

- What benefits might your students gain by participating in a jazz program?
- What challenges do you think that you personally would face in implementing a jazz program?
- What skills/knowledge might you learn in this course that might help prepare you to meet some of those challenges?

Suggested length: Two double-spaced pages. (12 point font, one inch margins)

Due: Friday January 10 @ 4:00 pm

Tune Performance Tests

Perform five jazz tunes (melody only) designated by the instructor from memory. Performances will be done in class. You may request to submit a video of your performance instead of performing the tunes in class. Video submissions must be uploaded to your Western OneDrive (see details on video uploads below).

Tune Test #1: Friday January 24
Tune Test #2: Friday January 31
Tune Test #3: Friday February 28
Tune Test #4: Friday March 13
Tune Test #5: Friday March 27

Jazz Solo Transcription & Performance

Transcribe and perform a jazz solo as originally performed by a recognized jazz master musician. The instructor will assign the solo to be transcribed. You will submit a written transcription of the solo and perform the solo from memory. Include the chord changes above the written transcribed melody (chord changes may be obtained from a lead sheet of the tune). Identify and isolate one specific musical phrase or vocabulary idea that you would like to incorporate into your own solo vocabulary. Written transcriptions will be submitted to the Transcription Assignment on the OWL Assignments page. Performances will be done in class. You may request to submit a video of your performance instead of performing the solo in class. Video submissions must be uploaded to your Western OneDrive (see details on video uploads below). Make sure that you are visible in the video performance. A modicum of editing (octave transposition, etc.) is acceptable when adapting a solo to a different instrument. Transcribe rhythms as accurately as possible (remember that it may be necessary to consider the intent of the performer when transcribing rhythms). The use of music notation software (e.g., Finale, Sibelius, NotePad, etc.) to notate the solo is preferred. **Please submit the written transcription as a pdf, Finale, or xml file.** Evaluation will be based on both the written transcription and the performance of the solo.

Written Transcription Due: Friday January 24 @ 4:00 pm

Transcription Performance Due on or Before: Friday February 14 @ 4:00 pm

Teaching Project

Write and execute a lesson plan for teaching a jazz big band chart. All written plans should include details regarding: (a) An analysis of the score and a list of learning objectives the students will achieve through rehearsal and performance of the piece; (b) A detailed description of the procedure for teaching rhythm section groove(s) necessary for performance of the chart; (c) A detailed description of the procedure for teaching stylistically appropriate articulation and phrasing of horn parts in the chart; (d) A detailed description of the procedure for teaching all students how to improvise over the harmonic form of the solo section. You will be assigned a 15-minute segment of class time during which you will teach a portion of your lesson plan to the class. Evaluation for the assignment will be based on the quality of the written plan and the teaching
performance.

Score Analysis & Learning Objectives Due: Friday January 31 @ 4:00 pm

Rhythm Section Procedure Due: Friday February 14 @ 4:00 pm

Articulation & Phrasing Procedure Due: Friday February 28 @ 4:00 pm

Improvisation Procedure Due: Friday March 6 @ 4:00 pm

Peer Teaching: March 18 & 20 in class

Combo Project
Each student will be assigned to a jazz combo, and each combo will perform one tune from the given tune list. Seminal recordings of the tunes will be provided by the instructor, but combos are encouraged to find additional reference recordings for additional sources of ideas to use in constructing their own arrangement of the tune. All combo members will be required to perform the following from memory: (a) the melody and arpeggios to the 9th for their tune*; (b) a guide tone line voice led through the chord progression; (c) a one chorus improvised solo through the chord changes. You are strongly encouraged to use some of the previously studied vocabulary and melodic vocabulary from your transcription assignment in your solo.

*If the chord is only 2 beats play 1,3,5,7. If it has 4 beats, play 1, 3, 5, 7, 9, 7, 5, 3.

Performance of Melody & Arpeggios Due on or Before: Friday February 7 @ 4:00 pm

Performance of Guide Tone Line Due on or Before: Friday February 14 @ 4:00 pm

Performance of Improvised Solo Due on or Before: Friday March 6 @ 4:00 pm

Written Test: Wednesday March 25 (in class)
Comprehensive written test on course material.

Grade Definitions
A+ 90-100%
A 80-89%
B 70-79%
C 60-69%
D 50-59%
F below 50% or assigned when course is dropped with academic penalty

UNIVERSITY POLICIES
Academic Conduct

Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found under Undergraduate Students - Scholastic Discipline at:

https://www.uwo.ca/univsec/academic_policies/index.html

Accommodation for Medical Illness

Students are responsible for making up any missed classes or assignments as soon as possible. In order to ensure fairness and consistency for all students, academic accommodation for work representing more than 30% of the student’s overall grade in the course shall be granted only in those cases where there is documentation in the form of a completed and appropriately signed Student Medical Certificate (SMC) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities, or the equivalent documentation for non-medical or compassionate grounds.

Students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence, to clarify how they will be expected to fulfill the academic expectations they may have missed during the absence. Documentation, if required, shall be submitted to the Office of the Associate Dean, Undergraduate (TC210).

Note that the new Self-Reporting Absence Portal may not be used for requesting academic relief for work worth more than 30%, or for Final Exams scheduled during the official examination period. Students are directed to read the full Senate policy on accommodation for medical illness at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

A pdf copy of a Senate approved Student Medical Certificate (SMC) may be downloaded here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

In cases where students miss work that is worth 30% or less of the total course grade due to medical illness or compassionate grounds, if an online absence report is submitted using the new Self-Reporting Absence Portal, or if documentation is voluntarily submitted to the Associate Dean’s office and the Associate Dean deems that accommodation is warranted, then the missed assignment(s) or quiz(izes) may be discounted in the calculation of the final grade for the course. If documentation is not submitted voluntarily then the missed assignment(s) or
quiz(zes) will receive a grade of zero.

The University's complete policy on Accommodation for Illness may be found under “Rights and Responsibilities” at: https://www.uwo.ca/univsec/academic_policies/index.html

Statement on Mental Health

Students that are in emotional/mental distress should refer to Mental Health@Western https://www.uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

HELPFUL RESOURCES

Writing Tutorial Services

Free comprehensive writing support for students and faculty. Check out the writing support handouts and podcasts.

http://www.sdc.uwo.ca/writing/

Learning Development & Success

SDC’s Learning Skills Counsellors provide information and support to help Western students achieve academic success.

http://www.sdc.uwo.ca/learning/

Student Accessibility Services

http://www.sdc.uwo.ca/ssa/

If you need individual accommodations to meet course objectives because of a documented disability, please make an appointment with me as soon as possible to discuss your needs so that we can ensure your full participation in class and fair assessment of your work. You may also register with Accessible Education (formerly known as Services for Students with Disabilities).