

MASTER SYLLABUS

Course Discipline Code & No: MUS 106 Title: Jazz Combo and Improvisation Effective Term Fall 2009
 Division Code: HSS Department Code: PERD Org #: 11630
 Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.
 New course approval Reactivation of inactive course
 Three-year syllabus review/Assessment report Inactivation (Submit this page only.)
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.
 Consultation with all departments affected by this course is required. Total Contact Hours (total contact hours were: _____)
 Course discipline code & number (was _____)* Distribution of contact hours (contact hours were:
 *Must submit inactivation form for previous course. lecture: _____ lab _____ clinical _____ other 30
 Course title (was _____) Pre-requisite, co-requisite, or enrollment restrictions
 Course description Change in Grading Method
 Course objectives (minor changes) Outcomes/Assessment
 Credit hours (credits were: _____) Objectives/Evaluation
 Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.
 Regular 3-year review

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted
 Print: John E. Lawrence Faculty/Preparer Signature John E. Lawrence Date: 7-7-09
 Dept. Chair Recommendation Yes No
 Print: Tracy Komaromy Department Chair Signature Tracy Komaromy Date: 7-20-09

Division Review by Dean
 Request for conditional approval
 Recommendation Yes No [Signature] Date: JUL 30 2009
 Dean's/Administrator's Signature

Curriculum Committee Review
 Recommendation Tabled Yes No [Signature] Date: 9-24-09
 Curriculum Committee Chair's Signature

Vice President for Instruction Approval
[Signature] Date: 9/29/09
 Vice President's Signature

Approval Yes No Conditional

Do not write in shaded area.
 Log File 8/3/09 Ecopy Banner 10/5 C&A Database 10/5 C&A Log File 10/5/09 Basic skills Contact fee A/A

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

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| <p>Course MUS 106</p> | <p>Course title Jazz Combo and Improvisation</p> | |
| <p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p> | <p>This course is designed for the musician with some degree of competency to gain experience and skill in performance and improvisation of different styles of jazz music. This is a performance group which offers concerts at WCC and in the community-at-large.</p> | |
| <p>Course outcomes List skills and knowledge students will have after taking the course. Assessment method Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p> | <p>Outcomes (applicable in all sections)</p> <p>Demonstrate creativity and expression of ideas and emotions in music, with special focus on jazz. Demonstrate techniques and vocabulary of improvisation. Demonstrate group communication in jazz styles. Practice performance aesthetics and performance preparation for creative jazz stylization.</p> | <p>Assessment Methods for determining course effectiveness</p> <p>Videotape of group performance Videotape of group performance Videotape of group performance Videotape of group performance</p> |
| <p>Course Objectives Indicate the objectives that support the course outcomes given above.</p> <p>Course Evaluations Indicate how instructors will determine the degree to which each objective is met for each student.</p> | <p>Objectives (applicable in all sections)</p> <p>Outcome #1</p> <p>Listen to a variety of musical styles, and respond to the method of organization, musical aesthetics, and emotional content from their perspective. Emulate the styles of music studied, attempt to communicate through certain rhythmic, melodic and harmonic elements which are essential to each musical style.</p> <p>Orally express awareness and perception of the communicative and artistic value in each musical style. Compare and contrast the variety of concepts or basis for each musical style to those with which they are familiar. Listen to jazz styles ranging from Dixieland to current jazz fusions. After discussing concepts explored in Outcome 1 above, students will attempt to emulate the emotions and ideas by playing their instruments spontaneously by ear. Define Blues, its chords, melodic concepts, and rhythmic principles. Students will practice each series of techniques and apply them to the expression of their own emotions and personal experiences. Apply each of the techniques to jazz and combo jazz.</p> <p>Outcome #2</p> <p>Practice modal scales (dorian, major, and dominant), apply these scales to chord progressions, and use these techniques in a series of improvisations extending 2-note, 3-note, etc. patterns to full-scale improvisation. Apply the building blocks of standard jazz repertoire. These include II/V/I progressions, dominant alterations, and song-form harmonic progressions (i.e. "I've got rhythm").</p> | <p>Evaluation Methods for determining level of student performance of objectives</p> <p>All objectives are evaluated by using: Class attendance and participation Group discussion Group project and performance Practice Sessions Written Exams</p> |

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| | <p>Listen to and emulate melodic contour and tension/release structures of jazz styles of standard jazz repertoire.</p> <p>Outcome #3</p> <ol style="list-style-type: none"> 1. Practice arranging and interpretation in composition. Each student will be asked to communicate their ideas for form and arrangement of a piece to the other students. 2. Recognize the role of each rhythm section instrument in group communication. Rhythm section members will practice and attempt to emulate various techniques to establish a solid rhythmic and harmonic structure for improvisation. 3. Practice the techniques learned in a manner consistent with active group-jazz communication. 4. Students will articulate their accomplishments and the potential for future improvement to each other. Students will develop objectivity to their musical expressions and to suggestions from their classmates. (Objectivity will be evaluated by group and instructor perceptions of the individual's receptivity to suggestions). <p>Outcome #4</p> <ol style="list-style-type: none"> 1. Students will agree upon a small repertoire of musical selections to be performed at the conclusion of the semester. Group selections will be centered around the elements in each proposed piece which will bring about the greatest improvement in the group. 2. Discuss the artistic goals of each piece and design a process for arrangement and preparation of each piece. 3. Practice each arrangement, first, by isolating instruments by role and function, and then, collectively, as a group. 4. Practice individually their own improvisations on the form of each selected piece, paying especially close attention to inter-group communication. | |
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List all new resources needed for course, including library materials.

| Student Materials: | | Estimated costs |
|---|--|-----------------|
| <p>List examples of types</p> <ul style="list-style-type: none"> Texts Supplemental reading Supplies Uniforms Equipment Tools Software | <p>The "Real Book" of Jazz standards</p> | <p>\$40.00</p> |

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Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

- Level I classroom
Permanent screen & overhead projector
- Level II classroom
Level I equipment plus TV/VCR
- Level III classroom
Level II equipment plus data projector, computer, faculty workstation

- Off-Campus Sites
- Testing Center
- Computer workstations/lab
- ITV
- TV/VCR
- Data projector/computer
- Other CD-ROM

Assessment plan:

| Learning outcomes to be assessed (list from Page 3) | Assessment tool | When assessment will take place (semester & year) | Course section(s)/other population | Number students to be assessed |
|---|--------------------------------|--|------------------------------------|--------------------------------|
| Demonstrate creativity and expression of ideas and emotions in music, with special focus on jazz. | Videotape of group performance | Fall 2010 and every three years thereafter | All sections | All |
| Demonstrate techniques and vocabulary of improvisation. | Videotape of group performance | Fall 2010 and every three years thereafter | All sections | All |
| Demonstrate group communication in jazz styles. | Videotape of group performance | Fall 2010 and every three years thereafter | All sections | All |
| Practice performance aesthetics and performance preparation for creative jazz stylization. | Videotape of group performance | Fall 2010 and every three years thereafter | All sections | All |

Scoring and analysis of assessment:

- Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

Videotape of group performance will be scored using a departmentally developed rubric.

- Indicate the standard of success to be used for this assessment.

The overall average for the group performance will be 2 or higher.

- Indicate who will score and analyze the data (data must be blind-scored).

Departmental faculty, with assistance from a music professional, will score the performance.

- Explain the process for using assessment data to improve the course.

Results of the group performance will be reviewed for areas of weakness. Ideas will be generated for improvement and implemented in the course.