

Graduate Course Number: 6123

Course Title: The Young Jazz Band: Approach to Articulation & Repertoire

Days/Times of Class Meetings: Mondays/ 7:00pm-8:00pm

Number of Credits for the course: 3 Credit Hours

Instructor with phone number, email address, and office hours: Roosevelt Griffin, Ed. D.

(708) 439-1606, rgriffin@vandercook.edu

Office hours: Mondays 11am-3pm, Tuesdays 8:30am-10:30am

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: Each hour of credit implies a 60-minute class period plus 2 hours of outside the class preparation or its equivalent. Students are required to complete a midterm and final course project.

Course Description: This course explores key concepts and techniques specific to jazz articulation and the various styles associated with traditional jazz big band styles. Students will learn several approaches to choosing and rearranging repertoire to ensure positive experiences for their young students, while at the same time providing quality educational material that teaches fundamental jazz concepts.

<u>Student Learning Outcomes</u>	
Students will be able to analyze and transcribe audio recordings with various articulations.	Oral exam and written projects including playing demonstrations
Students will be able to differentiate between contextual articulation usages as it relates to ensemble playing and notation.	Oral exam and written projects including playing demonstrations
Students will assess quality and accessibility within repertoire.	Written projects
Students will be able to inspect and modify given repertoire.	Written projects

Program-Level Outcomes Addressed:

a. Excellence in Music- Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time. Students will demonstrate the ability to: Recognize style traits of various composers, genres, and periods; Identify major and transitional composers in a variety of styles, genres, and periods; Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture.

b. Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research. Students will demonstrate the ability to: Discuss a variety of educational approaches; Describe why particular

educational approaches are chosen for use; Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment:

Students must submit 2 selections Grade 3 or above to rearrange for future use with an ensemble. In addition, students will be required to submit 2 performance videos of them singing and 2 videos of them playing an instrument of choice. These videos will demonstrate an understanding of the content learned in the course.

There will be a midterm project due midway through the course and a final project due at the conclusion of the course. The projects are intended to be used as resources for the students to use at their respective educational institutions.

Performance videos (2): 10 pts

Articulation written assignments (2): 10 pts

Rearrangement assignments (2): 20 pts

Midterm Project (1): 60 pts

Final Project (1): 60 pts

Grading Breakdown: Course Projects 60%, Assignments 20%, Attendance 20%

Instructional Materials: Instructional Materials will be provided by instructor. Students should have access to basic notation software. In addition, students should have the ability to submit audio recordings.

Course Bibliography: NA

Course Calendar or Schedule:

Week 2: Articulation Assignment and Performance Video #1 Due

Week 4: Articulation Assignment and Performance Video #2 Due

Week 6: Midterm Project Due

Week 8: Rearrangement Assignment #1 Due

Week 10: Rearrangement Assignment #2 Due

Week 12: Final Project Due

Attendance Policy: Students are expected to attend all scheduled class meetings. In the event that a student must miss a class, an email must be sent to the instructor prior to class. If a class is missed, it is the student's responsibility to obtain any missed information and/or assignments from that class.

Candidate Conduct

"An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program."

- **Cell Phone/Computer Policy:** <<Candidate Conduct Continued: Cell phone/computer policy:>>

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”