

**Jazz Arranging From Combo to Big Band:
Spring, 2021
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Course Description

This course is designed for educators who wish to learn about writing for jazz ensembles of all sizes. Topics to be covered include jazz theory and harmony, principles of jazz voice leading, voicing techniques, chord symbol nomenclature and jazz notation and articulation. We will also examine the function of each instrument in the ensemble, including their range, register, dynamic capabilities and idiomatic characteristics. Special attention will be given to writing for less experienced players and ensembles.

This Syllabus is subject to change upon notification to the students

Teacher and Class Communication

If you wish to contact me privately, please use the Schoology message system. There is an envelope icon at the top right of the Schoology homepage when you log in. You can send me a private message there. If you do use email to contact me, please also send a message on the Schoology system in case your message gets sent to my spam folder. If you want to post a question or comment for the entire class to see, when you are logged into the course, on the left navigation bar, click "Updates" and enter your question or comment.

Course Calendar

Week 1:

Lesson 1: Elements of an Arrangement & Swing Notation

Week 2:

Lesson 2: Chord Symbols and Instrument Quality

Week 3:

Lesson 3: Creative Considerations and Unison Writing

Week 4:

Lesson 4: Harmonization Techniques

Week 5:

Lesson 5: Approach Techniques and Non-Chord Tones

Week 6:

Lesson 6: Advanced Scoring Topics: Feature, Form, Mood and Objective

Week 7:

Lesson 7: Spread Voicing Technique

Week 8:

Lesson 8: Saxophone Soli Voicing Technique

MECA Course Syllabus

Week 9:

Lesson 9: Scoring for Brass

Week 10:

Lesson 10: Writing for Big Band

Week 11:

Lesson 11: Final Project Week, Recording your arrangement

Week 12:

Lesson 12: Adapting charts for smaller ensembles

Instructional Materials

Required software:

Music Notation Software – Finale, Sibelius or Dorico (Must be able to enter chord symbols and drum set notation), MP3 converter such as iTunes, and a PDF creator

Required textbooks:

Jazz Arranging Techniques from Quartet to Big Band by Gary Lindsay (Book and CD) \$39.95
Staff Art Publishing P.O. Box 56-6532, Miami FL 33265-6532

Inside The Score by Rayburn Wright (Book and CD) \$48.00
Kendor Music, Inc.

Course Learning Objectives

Students should learn and be able to demonstrate:

1. Proper techniques for notating swing music
2. Harmonize a note with 4-part harmony.
3. How to harmonize non-chord tones.
4. Write an arrangement for rhythm section and five horn ensemble.
5. Harmonize a soli passage for 5 saxophones.
6. Write for 8 brass.
7. Write an arrangement for big band.

Course Interaction

Students are expected to engage in regular interaction with the instructor and their classmates throughout this online course. Interaction is required both synchronously and/or asynchronously via a variety of formats in each and every lesson. Students are expected to use the internal private message feature in Schoology when communicating privately with the instructor. Students will also receive weekly

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announcements and posts in the Updates section of the course where they can reply with questions and/or comments. Students are encouraged to post questions for the class in the Updates area. During the course, students will engage in a weekly discussion, workshop, and assignment, posed by the instructor. Posting and responding to posts by other class members is a course expectation and requirement. The instructor will actively moderate discussion questions and interact with students on a weekly basis.

Starting in the second week of the course, the instructor will schedule a live audio chat session made available to all members of the class. The time and day of the chat will be determined in the first week of the course via an online questionnaire. Attendance in chat sessions is optional as these sessions provide a means for students who need additional assistance and have questions about the course content. All chat sessions are recorded and posted to the Updates section of the course. Students are encouraged to review the recording of each chat if they are unable to attend.

MECA courses and ISBE Standards

MECA courses, by their very nature and design, address the ISBE Music Content and Professional Teaching Standards throughout the course content. Music technology courses also incorporate the ISBE Technology Standards.

VanderCook Candidate Outcomes Addressed

The outcomes that the College strives to develop in its teacher candidates were derived from the institution's Conceptual Framework and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:

1. Academic ability and diligence leading to a lifetime of learning
2. Skill in the process of teaching
3. Self-discipline and persistence
4. Interpersonal and intrapersonal skills
5. Good citizenship and personal integrity
6. Professionalism in action and word.

Course Requirements and Exit Assessment

1. Each student will complete the course evaluation and feedback surveys.

Grading

I want everyone to have ample opportunity to learn the course material. Consequently, I'm not super strict on assignment due dates because I understand how a busy life, family, and a day job can interfere with your studies. However, I must set down some guidelines to encourage timely participation, which is key in this online course format. Here are the specifics:

- An assignment handed in a week late will be automatically docked one letter grade. (For example, from an A down to a B.)
- An assignment handed in two weeks late will be automatically docked two letter grades. (For example, from a B down to a D.)
- An assignment handed in more than three weeks late will not receive credit. (There are no exceptions to this rule because three weeks is ample time to get your work in. If you are experiencing extenuating circumstances, please send me a message and we can discuss options at that time.)

MECA Course Syllabus

- Assignments handed in more than one week after the last week of class will not receive credit. (Exceptions to this rule may be granted in the case of illness or a death in the family.)

You may have one “do-over” per assignment and it must be submitted within one week of the time that I posted the grade for that assignment. If your do-over reflects a better understanding of the lesson, I will re-grade the assignment. Again, you must turn in your revised assignment within a week of receiving the grade for your original assignment or it will not be eligible for a re-grade. Assignments that are handed in more than two weeks late to begin with are not eligible to be resubmitted.

If you ever find yourself stuck on an assignment and lagging behind, try perusing your classmates’ assignments and my responses to their posts. You will often find helpful hints and suggestions about how to complete the assignment, what to look out for, and what I’m looking out for when I’m grading the assignment. This is a special bonus of this online environment, where you can review my comments on your classmates’ assignments before posting your own assignment.

The key to success is regular study time and staying in communication with me if you have any problems or questions.

Grades will be based on

- Weekly Assignments: 50%
- Participation in class discussion posts: 50%
- (Class Chats are optional)

Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 & below

Academic Honesty

Students 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.