

Intro to Jazz Piano

Graduate Course #6363

Online Course

3 Graduate Credits - 6363

2 Graduate Credits - 510JZ

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Office hours - Zoom meeting once every week on Mondays at 8PM - this meeting will be ungraded and is for informational purposes and further study.

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: Example: Each hour of credit implies viewing an online course collection of a 30 minute lesson video, reading and performance/written assignments. All performance submissions are due 1 week after class access is granted.

Course Description: This course will strive to demystify jazz harmony from a pianists perspective. Through lessons, listening, and videos the student will begin to see the relationship of jazz chords to scales and modes needed for improvisation. Students will also learn one tune per Unit that will help to solidify the exercises studied in the 3 previous segments. Each Unit has 4 segments two of which are due at the end of each week of class in the form of performance videos, or less often written assignments.

Through assigned study materials the student will learn about the basics of jazz harmony at the piano. These lessons will be scheduled thusly: Unit 1 - 1st week: Segment 1.1 and Segment 1.2; 2nd week: Segment 1.3 and 1.4; Unit 2 - 3rd week: Segment 2.1 and 2.2, etc. At the end of each period there will be two video submission assignments due for grading as each segment has a separate video submission. The final video submission for each Unit (.4) will be a tune performance with a provided play-along track. You should always strive to work ahead so that you can get all submissions in on time, especially pertaining to the listening/discussion assignments as they are often put off until the end and they really need your attention sooner than later. Each Unit will publish every 14 days with all 4 segments being published at that time. **All video submissions should be filmed with a clear view of the students hands at the keyboard and audible sound quality including voice as there will be recitation involved as the student demonstrates each exercise at the keyboard.**

As a jazz teacher I am very committed to teaching the nuts and bolts of jazz music understanding that will help each student accomplish his or her goals in the music world whether as a teacher or a performer. My system is based on a 40 year performing and teaching career.

Student Learning Outcomes	Outcomes Assessments
The student will be able to demonstrate basic harmonic knowledge at the piano to colleagues and students.	Assessment based on performance demonstration of jazz harmony lessons through video submissions.
The student will be able to play level appropriate jazz tunes with good left hand chording with right hand melody.	Assessment based on performance demonstration of jazz tunes through video submissions.

The student will be able to improvise on a jazz tune using basic scale/chord relationships, blues scale, and/or modes.	Assessment based on performance demonstration of improvisation on jazz tunes and the use of appropriate scales or modes to create an improvisation through video submissions.
The student will be able to help beginning jazz pianists accomplish their goals in a combo or ensemble.	Assessment based on the cumulative assessments of above categories and through graded weekly discussions.
The student will gain the confidence to engage with a class on the nature of jazz harmony and improvisation on a beginning level.	Assessment based on demonstration of pedagogical/performance elements through video assignment submissions and graded weekly discussions.

Course Learning Objectives

Students should learn and be able to demonstrate:

- Knowledge of the role of the pianist in a jazz ensemble.
- Basic understanding of different styles of jazz music including modal jazz, blues, calypso, bossa nova, and jazz waltz.
- Application of harmonic concepts to jazz repertoire.
- Ability to read basic jazz tunes from a fake book.

Lesson Calendar by Week

This course runs for 12 weeks with each of the 6 Units running for two weeks. Each Unit is divided into 4 segments .1, .2, .3, and .4: .1 and .2 will run the 1st week of each 2 week period and .3 and .4 will run the 2nd week of each 2 week period. With each Unit there is an Assignment Discussion that involves assigned listening due at the end of each Unit. Unit 5 has been proclaimed by previous students to be the most difficult so I recommend that you get on that one as soon as it is published.

Grading for late work: Late submissions mid unit will be a 2 point deduction per segment. Late submissions after the final submission date for the Unit will be given a 5 point deduction per late segment or late assignment discussion. So if you're late with your .1 and .2 submissions and don't get them in by the submission dates for .3 and .4 you will be deducted 14 points in total (2 + 5 for each late segment). I can work with you if the problem with your late submission is technical in nature, however I recommend that you don't wait until 30 minutes before the deadline to submit your assignment as things can move slowly from a tech standpoint sometimes.

Unit 1

2/13 Assignment Discussion - **due 2/26** - Listening List - tunes that use root line cycling and modal tunes.

1.1 - Key Circle (counterclockwise) and Root Line Cycle Patterns

1.2 - Tertian Harmony (stacking thirds)

Video Submissions for 1.1 and 1.2 due 2/19.

1.3 - 7th Chords - 5 Basic Types - Root Position only

1.4 - **So What** - Introduction to Modes - improvisation on D and Eb Dorian Modes

Video Submissions for 1.3 and 1.4 and Assignment Discussion due 2/26.



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Unit 2

- 2/27 Assignment Discussion - **due 3/12** - Listening List - Blues!
2.1 - 7th Chord Inversions - rearrangement of tones of the 7th chord
2.2 - 7th Chord Inversions - Parallel
Video Submissions for 2.1 and 2.2 due 3/5.
2.3 - Scale Tone 7ths
2.4 - **Bag's Groove** - improvisation using Blues Scale and Mixolydian Mode
Video Submissions for 2.3 and 2.4 and Assignment Discussion due 3/12.

Unit 3

- 3/13 Assignment Discussion with Listening - **due 3/26** - Tunes that use II-V-I chord progression.
3.1 - Common Tone 7ths in II-V-I Chord Progression
3.2 - Scale/Chord Exercises with II-V-I Chord Progression.
Video Submissions for 3.1 and 3.2 due 3/19.
3.3 - Melodic Composition using II-V-I Chord Progression
3.4 - **Jo Jo Calypso** - improvisation using F Major Scale
Video Submissions for 3.3 and 3.4, Assignment Discussion and written assignment due on 3/26.

Unit 4

- 3/27 Assignment Discussion - **due 4/9** - Application of 7sus4 chords
4.1 - Introduction to 9th Chords
4.2 - Introduction to 7(sus4) Chords
Video Submissions for 4.1 and 4.2 due 4/2.
4.3 - Scale/Chord melody using Mixolydian Mode
4.4 - **Midnight Waltz** - improvisation using Mixolydian Modes
Video Submissions for 4.3 and 4.4 and Assignment Discussion due 4/9.

Unit 5

- 4/10 Assignment Discussion - **due 4/23** - descending Whole Tone Key Scheme: II-V-I and II-V only.
5.1 - Key Scheme - Whole Tone Descending II-V-I
5.2 - Key Scheme - Whole Tone Descending II-V only
Video Submissions for 5.1 and 5.2 due 4/16.
5.3 - 6/9 Chords - Major and Minor
5.4 - **Solar** - improvisation on II-V-I progressions in Whole Tone descending key scheme. Also, minor II-V-I in C
Video Submissions for 5.3 and 5.4 and Assignment Discussion due 4/23.

Unit 6

- 4/24 Assignment Discussion - **due 5/7** - No listening. Reflections on the course
6.1 - 9th Chord Inversions
6.2 - Minor II-V-I's (Root Position)
Video Submissions for 6.1 and 6.2 due 4/30.
6.3 - Understanding Scale/Chord relationship in minor II-V-I in C
6.4 - **Blue Bossa** - Improvise using C Aeolian Mode, C minor bebop scale, F dorian mode, and Db major scale.
Video Submissions for 6.3 and 6.4, Assignment Discussion and written assignment due on 5/7.



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Course Requirements

- Students will return video recordings of their performances of the given exercises or tune on or before due dates to avoid deduction of points.
- Students will return scanned written assignments on or before due dates to avoid deduction of points.
- Each week long period period has two video submissions due on the posted due date. The final period of each unit there will include a tune submission with a provided play along recording in addition to an exercise submission.
- There will be a suggested listening list with assignment discussion for each unit except Unit 6 due at the noted date for each unit's completion..
- Students should participate in the online assignment discussion for each unit and expect to make observations pertaining to the listening list or exercises.
- There will be a weekly zoom class on Mondays from 8PM - 9PM. This class is for study and information purposes only and is not graded. The first zoom class will be on 2/13/23.

Grading Percentages

Video Assignment = 80%

Participation = 20%

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 & below

Instructional Materials

For now, all materials will be located in Schoology. There may be some references and links provided as needed for study and listening.

Course Bibliography

All materials are contained within Schoology.

Statements & Procedures

- Contacting me - Please reach out to me at stevemillion@gmail.com or text at 708-308-0284 for quicker response time. Always identify yourself in these communications outside of the Vandercook system.
- I will also have weekly "office hours" for chats or group discussions on zoom. The schedule of this may vary. The weekly zoom meetings are not graded and are meant for further study, and to answer questions pertaining to the course.

Attendance and Conduct

Attendance will be monitored by discussion postings and uploading performance videos and worksheets. All submissions (video, written, or assignment discussions) are due every week unless otherwise notified. Professional online conduct is expected when participating in discussions or zoom meetings.

Program-Level Outcomes Addressed:



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Proposed Graduate Learning Outcomes with respect to Core Values and Beliefs. Please include only those outcomes that are directly addressed and assessed with this course. There is NO NEED to include them all.

Professionalism in Teaching

Candidates will participate in group and character-building activities by working alone and with other to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth.

Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

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:

1. Recognize style traits of various composers, genres, and periods
2. Identify major and transitional composers in a variety of styles, genres, and periods
3. Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture

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:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment

- Use this area to list or describe course assignments, performances, exams, projects, etc. Anything that indicates or demonstrates that course objectives have been achieved and that factor into the grade. Please do not add last minutes or unexpected but significant work at the end of the course that are not reflected in this syllabus.
- Indicate what factors will impact the grade and the weight: Attendance? Participations? Projects, tests, activities, performance? You should include points or percentage of grade value for each assignment. Please be specific.



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- Note for courses containing masters and certification students taking the 500-level music or methods course: be specific about additional assignments for masters and certification students. What makes this course graduate-level and, therefore, more comparable to the summer equivalent of this course?

Instructional Materials

- List text books and materials here
- Please indicate whether these are required or recommended materials

Course Bibliography: (Required)

Please list all pertinent required and suggestion texts and reading here with proper citation format.

Course Calendar or Schedule (Required):

This should include at the least a unit layout for the course with dates to complete. A day-by-day breakdown should be included if possible. This should include details regarding topics covered, reading or writing assignments for the class, and due dates for project assignment and completion.

Attendance Policy

- Here is where you outline your official attendance policy. The recommended institutional attendance policy is that “anyone missing more than 20% of regular class sessions should not expect to pass the class.”
- You should be clear about your expectations. What constitutes an “excused” absence? Does a certain number of times tardy add up to absences? How should notice be given to you? (Institutional policy is that the student must notify the instructor personally – phone message/e-mail/personal conversation – and not just pass word through another student.)

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.

- What is your cell phone policy?
- What is your policy about use of computers in class?

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.



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If applicable, include what you do specifically in your class to address health and safety by typing over this text. Include such things as the Institute of Health and Human Performance WOW exercise program, the Alexander technique, Feldenkrais, etc.

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.