

COCHRANE HIGH SCHOOL

MUSIC DEPARTMENT

COURSE OUTLINE

Instrumental Jazz 25/35 (Senior Jazz 1)

awaterbury@rvschools.ab.ca

Tuesdays @ 7:15 – 8:45 am (J-Block course), Mandatory sectionals/workshops, & extra rehearsals
Office Hours: Available by appointment. Every effort will be made to meet as soon as possible.

Mrs. April Waterbury

403-932-2542

Co-requisite: Instrumental Music 20/30 (students must be enrolled music for credit)

Credits: 5 credits. Time allocated on Tuesday rehearsals is not sufficient for course credits. All students must participate in sectionals, clinics, workshops, and performances.

Course Description:

This is a jazz performance-based program. Activities will focus on the development of each student as a well-rounded musician. This will include jazz technique, theory, listening, music appreciation, rhythm section foundations, and large ensemble performance. We will build upon skills learned in Instrumental Music and focus on advanced jazz specific skills including various styles and form, improvisation, spoken/played jazz articulations, and extended technique. The development of team-work, individual practice, creativity and complex thinking skills are also of great importance.

Course & Class Expectations:

In addition to the regular school expectations, music students are expected to:

1. Make a positive contribution to any ensemble they perform with
**Positive contributions include how you play, respect others, behave and participate!*
2. Attend all rehearsals, dress rehearsals, and warm-ups
3. Be punctual to all rehearsals, performances, sectionals and workshops/clinics
** Being on time for music class means you are **in your seat ready to play**, not just walking in the door when rehearsal begins. Please arrive in enough time to set up! ☺*
4. Make the most of every rehearsal opportunity & lesson
**Do your best, aim for improvement, listen attentively and have fun!*
5. Be organized – come prepared with a **pencil, eraser, instrument, music, folder**, etc.
6. Support one another at all times with care, respect and maturity
7. **Maintain a regular, individual practice routine**
**Students are expected to practice at home, flex or lunch to practice assigned rehearsal and technical work. All students should be practicing 120 minutes per week at this level.*
8. Maintain their instruments in good working order – **cleaning and care is a must.**
9. Attend ALL performances, festivals, clinics and workshops
Attendance and participation in class are key components of academic & ensemble success. Students are expected to attend class **regularly and promptly. You are responsible for making up the practice/performance due to absences. Please refer to your "Student Handbook" to review school policy regarding attendance.*
10. Respect to self and others; respect equipment, instruments & classroom
Mutual respect is the foundation for **all of our interactions in this class. All members of the class are expected to promote and contribute to a positive learning environment. Respect yourself, others and all property.*

Evaluation:

Report card marks for each term will be based closely on the following:

1. Music performance, Skill, theory and music literacy 60%
2. Process, Ownership, and Collaboration 40%

PERFORMANCE, SKILL & LITERACY

Students are assessed based on their competencies in Performance, Skill and Music Literacy in the music classroom. These are evaluated by looking at the following:

Process – Improvement & development of skills; How student collaborates; How they Work.

- Demonstrates an improvement in technical and/or rehearsal skills over each term.
- Contributes to the classroom/rehearsal process, sound, performance and discussions

Performance – Evaluation of individual Performance within the ensemble/skill taught

- Perform Jazz Scales/warm-ups with correct notes, rhythms, tempo and articulations
- Unify tone, tuning, note length, dynamics and articulations with the full ensemble.
- Follow conductor in appropriate tempo, musical character, dynamics, attacks & releases
- Perform some jazz exercises and music from ear (without sheet music/charts)
- Perform with proper posture, hand position, and ensemble/performance etiquette

Ownership – Personal contribution to process (rehearsal), creativity, and performance

- Student takes personal accountability for their role in the rehearsal process
- How each student takes smart musical risks in creativity and pushing their abilities
- Individual care and contribution to ensemble sound, musicality and performance
- Individual accountability for personal practice and preparation at home and school

Collaboration/Team Work – How you work as a group/learn from each other

- Attitude and Effort is everything – students must learn to positively work as a group
- Students are accountable for their own behavior and contribution to the ensemble
- All members of our ensemble are required to follow rehearsal etiquette
- How students work to unify their sound, articulations, technique and musicality together

Self/Peer Reflection – How students evaluate and learn from their own process and growth

- Students will be asked to reflect on their learning, their growth and their process
- How students evaluate and make change in their own work and work as an ensemble

Music Literacy – Understanding of musical terms, reading notation, musical form & theory

- Ability to read, comprehend and put into action all musical notation and terminology
- Understand musical form, shape and phrasing, and use them correctly in performance

Demonstration of Skill – The ability to perform a learned musical technique or skill

- Ability to play all musical articulations, dynamics, phrases, jazz styles, and rhythms
- To play all chromatic notes on my instrument with good tone, timbre and volume
- Perform all rhythms in Compound and Simple time, including syncopations & triplets
- Ability to play music/exercises by ear without sheet music & ability to improvise solos

****IN TONE, IN TUNE, IN TIME, IN TOUCH****

To master music, is to fully understand and demonstrate the basics of sound, rhythm/time, team (ensemble) work, listening and emotional connectivity. We will work together this year to achieve all of these beautiful skills together, as a team and an ensemble.

Fine and Performing Arts Performance Policy

As performance-based programs, the learning environment in our Fine and Performing Arts Courses MUST be conducive to creativity and risk-taking. Emotional/social safety and trust are the key components of this type of program, as is regular, punctual attendance. Students are expected to contribute to that environment through mutual respect and support of one another, their teachers and the facility. Students who are unable to meet this expectation may be placed on an individualized program of study that may include a reduced number of credits, should they complete the course with a passing mark. Students in this situation will not be able to continue in the program after completion of this course.