

Jazz Class – a syllabus

Introduction

Jazz Class is intended for the student that has an interest in learning more about jazz. The class is divided into three parts: Jazz Theory, Jazz Improvisation, and Jazz History. It is a two-semester course that meets every day of the six-day cycle.

Activities for Jazz Theory

1. Students will learn pitch notation through the use of the musical staff and musical alphabet. **9.1.12 A,B,C**
2. Identify and notate pitch in the treble and bass clef. **9.1.12 A,B,C**
3. Understand leger lines and accidentals. **9.1.12 A,B,C**
4. Identify and define whole steps, half steps, sharps, flats, naturals, and double sharps and flats.
5. Construct, read, sing, and play chromatic, major and minor (pure, harmonic, melodic), scales in both bass and treble clefs. **9.1.12 A,B,C**
6. Utilize all major and minor key signatures. **9.1.12 A,B,C**
7. Name and recognize scale degree terms. **9.1.12 A,B,C**
8. Construct, read, sing, and play pentatonic, blues, bebop, modal, and whole tone scales. **9.1.12 A,B,C**
9. Construct, read, and follow common jazz chord progressions. **9.1.12 A,B,C**
10. Compose and harmonize simple melodies in major and minor keys. **9.1.12 A,B,C**
11. Construct and Identify, both visually and aurally, harmonic and melodic intervals. **9.1.12 A,B,C**
12. Notate, hear and identify Triads, including inversions. **9.1.12 A,B,C**
13. Construct and identify, both visually and aurally, dominant seventh chords, as well as other seventh chords. **9.1.12 A,B,C**

Activities for Jazz Improvisation

1. The student will perform and transpose simple heads from a lead sheet. **9.1.12 A,B,C**
2. The student will perform simple common melodies from memory, and vary the melodic line. **9.1.12 A,B,C**
2. The student will improvise melodies over a two-chord progression in major and minor keys. **9.1.12 A,B,C,G**
3. The student will improvise melodies over a modal chord progression in various minor keys. **9.1.12 A,B,C,G**
4. The student will improvise melodies over the standard blues progression as well as its most common variations. **9.1.12 A,B,C, G ; 9.3.12 A , B**
5. The student will improvise melodies over numerous “standard” compositions that contain many of the basic chord progressions. **9.1.12 A,B,C, G ; 9.3.12 A, B**

Activities for Jazz History

1. The student will be able to identify both visually and aurally, the musical characteristics of the following jazz styles: Early Jazz, Dixieland, Ragtime, Blues, Swing, Bebop, Cool, Hard Bop, Modal, Fusion, Free, and Neo-Bebop. **9.1.12 B,C 9.2.12 C,E,L**
2. The student will be able to trace the development of the above styles, and the role that surrounding events had in influencing that development. **9.2.12 A,B,C,D,E,G,H,I,J,K,,L**
3. The student will be able to identify, both visually and aurally, many significant compositions of the above styles. **9.2.12 A,D, G,H,L**
4. The student will be able to identify, both visually and aurally, the significant performers in Jazz history. **9.2.12 G,H, I, L**
5. The student will be able to discuss aspects of the performer 's lives, and how it impacted their music. **9.2.12 E,I,K**
6. The student will be able to discuss the current state of jazz and jazz's course for the future. **9.2.12 A,B,C,E,G,H,I,J,K**

Assessment

1. Students will be assessed by both written and aural exams.
2. Students will be assessed by homework.
3. Students will give oral presentations on a variety of Jazz's important figures.
4. Student's improvisations will be assessed by use of a rubric.
5. Students are expected to keep a notebook to organize notes and handouts, and a staff book for theory and improvisational purposes.