I. COURSE NUMBER AND TITLE

A. Course Number and Title: M 150151/Jazz Ensemble III

B. Prerequisite: Audition

C. Credit Hours: 1

II. DIVISION: Humanities

DEPARTMENT: Music

III. COURSE DESCRIPTION

Liberal Arts students as well as music students are encouraged to participate in this instrumental ensemble that plays in various jazz styles. The ensemble, which is expected to travel within the College’s service area to perform community service and to recruit, provides opportunity for musical self-expression and continued development of individual and ensemble musicianship.

IV. COURSE COMPETENCIES

A. Individual goals—each Jazz Ensemble musician will
  1. Demonstrate knowledge of music fundamentals as applied in rehearsal
  1. Demonstrate progress in the ability to sightread music accurately
  1. Match pitch within and among sections
  1. Become familiar with jazz repertoire
  1. Demonstrate insight into rehearsal and performance practices and techniques
  1. Perform accurately, sensitively, and with appropriate phrasing and musical style
  1. Exhibit an understanding of musical phrasing—expressive use of technique for emphasis of melodic line, nuance, and musical punctuation—as appropriate to the given musical style, including, but not limited to, popular and jazz styles
  1. Exhibit increasing awareness of ensemble (togetherness in such elements as attacks and releases), intonation, balance, and blend (unanimity in instrument families and in the entire ensemble)
  1. Demonstrate improved ability to improvise
  1. Contribute to a musically expressive performance

B. Ensemble goals—the ensemble, as a whole, will
  1. Perform with an appropriate balance of musical elements
  1. Perform notes and rhythms accurately
  1. Achieve ensemble (togetherness) in attacks and releases
  1. Achieve musical phrasing—expressive use of technique for emphasis, nuance, concept of line, and musical punctuation
  1. Adjust dynamics and tone for blend
  1. Adjust such aspects as articulation/enunciation/declamation, duration, dynamics and tone to achieve stylistic goals
  1. Achieve expressive performance levels through musically sensitive, accurate, and exciting renditions

V. ASSESSMENT PROCEDURES

Simultaneously, each rehearsal is both an instructional and an assessment activity. Students will be assessed based on daily attendance, effort/work ethic, attitude/effort/wholehearted participation, proficiency, and on the ensemble’s relative improvement over previous rehearsals. In addition, playing tests may be assigned.
VI. COURSE CONTENT

A variety of jazz styles are presented, rehearsed and performed. The following areas will be addressed in the presentation and rehearsal of music: rhythm, key signature, dynamics, aural skills, improvisation, historical background, and music fundamentals, with an emphasis on style and interpretation.

VII. INSTRUCTIONAL MATERIALS

Selected literature—both published and unpublished works, appropriate to the ability level and style emphases of the group

Auralia Ear Training software

Guidelines for Requesting Accommodation Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

On-Campus Students: At enrollment all on campus students will complete a form which will allow them to self-identify any disability. Questions should be directed to the Disabilities Coordinator.

Off-Campus Regional Students: Self-identify your disability and accommodation needs with the Regional Coordinator and/or instructor preferably prior to the first night of class or early in the semester.