EXPANDED COURSE DESCRIPTION
MUSIC
School of the Arts, Media, Performance and Design
Music Department
FA / MUSI 3054E3.0 SECTION A
JAZZ WOODWIND
FALL 2017 / WINTER 2018

COURSE CALENDAR DESCRIPTION
Focuses on performance techniques within the tradition of jazz woodwind (saxophone, clarinet, flute) as manifested in various historical and contemporary styles. Practical instruction in jazz woodwind playing includes an emphasis on developing tone, technique, harmonic sensitivity, stylistic integrity, melodic fluency and repertoire competency. Prerequisite: Permission of the course director, by audition. Open to majors and non-majors but not intended for beginners. Basic technical ability and theoretical knowledge is required.

INSTRUCTOR(S)
TBD

SPECIAL FEATURES
Time / Location: Students enrolled in 3.0 sections receive 12 lesson hours. Students in 6.0 sections receive 24 hours. Lessons are scheduled in various rooms in ACE. Scheduled times are to be agreed upon by student and private lesson instructor.

Course Consultation Hours: By appointment.

Expanded Course Description: This course focuses on performance techniques within the tradition of jazz woodwinds as found in both ensemble and solo situations. Stylistic fluency and repertoire competency are emphasized. Melodic, harmonic and rhythmic skill plus specific performance techniques are also developed.

Prerequisites
- FA/MUSI 1054E 3.0 and 6.0 Prerequisite: By audition and permission of the Jazz Area Coordinator.
- FA/MUSI 2054E 3.0 and 6.0 Prerequisite: 1054E 3.0 or 6.0
- FA/MUSI 3054E 3.0 and 6.0 Prerequisite: 2054E 3.0 or 6.0
- FA/MUSI 4054E 3.0 and 6.0 Prerequisite: 3054E 3.0 or 6.0

2. TOPICS AND CONCEPTS

Course Text / Readings: Varies by individual instructor. Generally, a variety of recorded repertoire and jazz scores/transcriptions are suggested for listening and analysis.

Course Materials: Students are required to bring their instruments to every class. A music manuscript book is recommended.

3. LEARNING OUTCOMES WITH EXAMPLES

This course features goals in technical proficiency, repertoire development and improvisation abilities. Minimum course requirements are below; additional requirements necessary to the student’s musical growth
MINIMUM REQUIREMENTS

1. Musical Conception and Technical Requirements

Students enrolled at 1054 and 2054 levels should achieve competence in the execution of the following to be admitted into 3054E. These are minimum requirements; instructors may assign additional work. 3054 and 4054 level students will follow technical and conceptual exercises designed by individual course instructors.

Scales
1) Tempo: MM quarter note = 80
   - all major scales and melodic minor (ascending form) scales starting from their root and played over full range (ascending to high F or F#, descending to low Bb or B). Student must demonstrate the ability to transition smoothly between eighth notes, triplets, and sixteenth notes at the assigned tempo. Play legato; do not tongue these scales.
2) Tempo: MM quarter note = 112
   - chromatic scale, full range ascending and descending, eighth and sixteenth notes.
3) Tempo: MM quarter note = 100.
   - all myxolydian, dorian and lydian modes starting from their root, ascending to the ninth and descending back to the root in eighth notes. Tongue the off beats of these modes.
4) Arpeggiate one octave of any maj7, dom7, min7, min7b5, dim7.

Reading
The student should demonstrate reasonable competence in reading written parts and lead sheets.

Jazz conception (articulation, phrasing, dynamics, style)
The student should demonstrate some degree of competence in jazz articulation and phrasing in a variety of styles (swing, bossa, bebop, etc.). Often an instructor may assign solo transcriptions and/or listening assignments to aid in the student’s development in this area. While not required for the final jury, it is recommended that students complete at least one solo transcription under the guidance of their instructor.

2. Repertoire Requirements

By the end of the year, the successful student should be familiar with basic concepts phrasing the melody, creating improvised solo lines, and be able to demonstrate this in performance of the following:

1054E 3.0 and 6.0

1) Blues:
   - comping with melody; improvising over basic blues chord progression or variations
   - 1 chorus melody, minimum 2 choruses soloing.
2) Standards:
   - comping with melody and improvising over basic standard chord progression
   - 1 chorus melody, minimum 1 chorus soloing
   - students enrolled in 1054A 3.0 must learn a minimum of 2 standards
(recommended one swing, one latin or bossa piece)
- students enrolled in 1054A 6.0 must learn a minimum of 4 standards
  (recommended one swing, one latin or bossa piece)

2054E 3.0 and 6.0

1) “Rhythm”: - melody, chords and improvising over ‘I Got Rhythm’ chord progression
- 1 chorus melody, minimum 1 chorus soloing

2) Standards: - comping with melody and improvising over basic standard chord progression
- 1 chorus melody, minimum 1 chorus soloing
- students enrolled in 2054A 3.0 must learn a minimum of 3 standards
  (recommended one swing, one latin or bossa piece)
- students enrolled in 2054A 6.0 must learn a minimum of 5 standards
  (recommended one swing, one latin or bossa piece)

3054E 3.0 and 6.0

Standards: - comping with melody and improvising over basic standard chord progression
- 1 chorus melody, minimum 1 chorus soloing
- students enrolled in 3054A 3.0 must learn a minimum of 4 standards
  (recommended one swing, one latin or bossa piece)
- students enrolled in 3054A 6.0 must learn a minimum of 6 standards
  (recommended one swing, one latin or bossa piece)

4054E 3.0 and 6.0

Standards: - comping with melody and improvising over basic standard chord progression
- 1 chorus melody, minimum 1 chorus soloing
- students enrolled in 4054A 3.0 must learn a minimum of 6 standards
  (recommended one swing, one latin or bossa piece)
- students enrolled in 4054A 6.0 must learn a minimum of 8 standards
  (recommended one swing, one latin or bossa piece)

Musical conception and technique (scales, etc.) are to be tested by the instructor throughout the year. The
dates of these tests will be announced by the instructor but will generally occur mid-term and end of term.
Other requirements necessary to the student’s musical growth will be determined by the instructor during
the year. A juried performance exam at the end of the Winter Term will consider technique and jazz conception
within the context of repertoire performance.

4. GRADED ASSESSMENT

The final grade will be based on the following breakdown:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Fall Term</th>
<th></th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Winter Term</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Juried Performance</td>
<td>Held at end of Winter Term</td>
<td></td>
<td>40%</td>
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</tbody>
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Please Note: Students MUST be available to perform their final jury exam, scheduled within the York University final exam period.

Instructor’s Evaluation (60% of final mark)
The instructor’s mark will reflect the student’s competence in meeting the following:

- Attendance
- Lesson preparation
- Performance level and progress

Half of the instructor’s mark will be given at the end of the fall term, the remainder at the end of the winter term.

Performance Jury (40% of final mark)
At the conclusion of each year the student will be examined by jury. Students must come prepared with an accurate repertoire list based on the repertoire requirements listed above. This repertoire list must be submitted on the jury form and signed by the student's instructor. One legible and accurate lead sheet copy of each tune on the repertoire list must be submitted to the jurors. Adjudicators may ask questions about the composer, the form of the piece, definitive performances, or other relevant musical matters.

NOTE: All repertoire selections must be memorized for final jury performance

While students are expected to conduct themselves professionally please note that the jury performance is an exam (not a concert). Within this context jurors may sometimes stop the student before a piece is concluded. This is meant to be neither a negative nor a positive indication of the performance. While there is no dress code requirement, students are expected to wear clothing appropriate for a professional jazz performance.

First year: 3.0

Students will perform a maximum of 6 minutes of repertoire (2 songs). Using the provided play-a-long recording for both songs, the student will first perform a blues. The jury will request the subsequent selection from the play-a-long ‘standards’ repertoire that the student has prepared (listed on the jury form).

First year: 6.0

Students will perform a maximum of 10 minutes of repertoire (2-3 songs). Using the provided play-a-long recording for all songs, the student will first perform a blues. The jury will request subsequent selections from the play-a-long ‘standards’ repertoire that the student has prepared (listed on the jury form).

Second year: 3.0

Students will perform a maximum of 8 minutes of repertoire (2-3 songs). Using the provided play-a-long recording, the student will first perform a ‘rhythm changes’ piece. The jury will request subsequent selections from the play-a-long ‘standards’ repertoire that the student has prepared (listed on the jury form).
Second year: 6.0

Students will perform a maximum of 15 minutes of repertoire (3-4 songs). Using the provided play-a-long recording, the student will first perform a ‘rhythm changes’ piece. The jury will request subsequent selections from the play-a-long ‘standards’ repertoire that the student has prepared (listed on the jury form).

Third year: 3.0

Students will perform a maximum of 10 minutes of repertoire (2-3 songs). The student will begin with a piece of his/her own choosing and the jury will request subsequent selections from the repertoire list (jury form).

Third year: 6.0

Students will perform a maximum of 20 minutes of repertoire (3-5 songs). The student will begin with a piece of his/her own choosing and the jury will request subsequent selections from the repertoire list (jury form).

Fourth year: 3.0

Students will perform a maximum of 13 minutes of repertoire (3-4 songs). The student will begin with a piece of his/her own choosing and the jury will request subsequent selections from the repertoire list (jury form).

Fourth year: 6.0

Students will perform a maximum of 25 minutes of repertoire (4-6 songs). The student will begin with a piece of his/her own choosing and the jury will request subsequent selections from the repertoire list (jury form).

Jury Accompaniment Policy

- **1054 and 2054 level students** will perform with play along recordings provided at the jury.
- **3054 and 4054 level students** must arrange to have qualified accompanists for their juries at their own expense. Lack of appropriate accompaniment will result in a lower grade. A list of qualified accompanists and ensemble players is available in the Music Department.

Jury Evaluation

The Jury is worth 40% of the final course mark. Goals of the Jury evaluation will include the preparation and performance of musical details such as technique, phrasing, tone quality, interpretation and artistic communication. In addition, students may be asked to demonstrate some insight into why certain materials were studied and/or chosen for performance. The Jury is designed to give the student experience performing, and therefore the jury mark reflects only the performance level at the time of the jury.

Jury Grading Scheme:

- Tone quality and technique: 8 points
- Melodic concept (‘head’ and soloing): 8 points
Rhythmic concept (time-feel and phrasing)  8 points
Harmonic concept (making the ‘chord changes’)  8 points
Artistic communication (articulation, dynamics, creativity)  8 points

TOTAL  40 points

‘Professional’ Expectations
Up to 10 marks may be deducted if certain expectations are not met, as follows:

Timeliness
If student does not show up for the scheduled jury on time, up to 5 marks can be deducted from the total jury mark. If a student is using accompanists, limited set up time is available and must be executed in the most efficient manner possible. If accompanists are late or unprepared this may negatively affect the student’s mark.

Preparation
If student is not prepared for the scheduled jury (e.g. repertoire is not memorized), up to 5 marks may be deducted from the total jury mark.

Grading, Assignment Submission, Lateness Penalties and Missed Tests
Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.). For a full description of York grading system see the York University Undergraduate Calendar.

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

Lateness Penalty: Assignments received later than the due date will be penalized. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

5. ADDITIONAL INFORMATION
Last date to drop a fall term (F) course without receiving a grade: November 10, 2017
Last date to drop a winter term (W) course without receiving a grade: March 9, 2018
Last date to drop a full year (Y) course without receiving a grade: February 9, 2018

Academic Policies / Information
The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) provides a Student Information Sheet that includes:

York's Academic Honesty Policy and Procedures / Academic Integrity Web site
  • Access/Disability
  • Ethics Review Process for Research Involving Human Participants
  • Religious Observance Accommodation
  • Student Code of Conduct

http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust20121.pdf

Additional information:

  • Academic Accommodation for Students with Disabilities
  • Alternate Exam and Test Scheduling

  Grading Scheme and Feedback Policy
  • The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

  Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more.
  • http://www.registrar.yorku.ca/enrol/dates/index.htm
  • Manage my Academic record
  • http://myacademicrecord.students.yorku.ca/

"20% Rule"

No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Many courses utilize Moodle, York University's course website system. If your course is using Moodle, click here to access it.
Moodle @ York University