

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	John Tribelhorn	Date:	11/14/2019
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Department	Subject	Course Number	Title
Non-Credit Music	Non-Credit Music NC/MUS	901	Community Jazz Band (formerly MUS-001X Community Concert Band)

Units/Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Total Units
0

Total Contact Hours
48.00 - 54.00

Stand Alone:

Stand Alone

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment:	20
Maximum Enrollment Justification:	Course requires significant individualized instruction or assessment – check all that apply: * Course relies on small group dynamics as a means of instruction or assessment. * Course requires that each student be evaluated individually on a set of skills more than twice per semester. Justification: Jazz Big Bands have a standard size (in the same way that a string quartet is, by definition, four performers). Additionally, jazz ensembles require a

significant amount of individualized attention and assessment from the instructor, since every student in the ensemble is playing a unique part. So although students are evaluated based on similar standards, the actual assessments of those standards can vary significantly from one instrument to the next.

Grading Method:
TOP code:

NC-P/SP/NP

1004.00

**Can be
Taken**

99

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course is a jazz big band that rehearses and performs music in a diverse range of traditional and modern musical styles. The ensemble consists of trumpet, trombone, saxophone and rhythm section musicians from the community and performs concerts for the public every semester.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course is a performing ensemble for older adult musicians interested in performing big band jazz.

Need for the course:

A 2010 article published in the peer-reviewed research journal Music Education Research International titled, "Benefits of Music Participation for Senior Citizens: A Review of the Literature" provides a good summary of the many mental and physical health benefits. From the abstract of the article, "Active music participation holds numerous benefits for senior citizens, including, but not limited to (a)an overall sense of physical and mental well-being, including the lessening of stress, pain and medication usage, (b) the slowing of age-related cognitive decline, (c) feelings of pleasure and enjoyment, (d) pride and a sense of accomplishment in learning new skills, (e) creation and maintenance of social connections, (f) a means of creative self-expression, and (g) the construction of identity at a time in life when sense of identity may be in flux."

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- Demonstrate proficiency on a musical instrument by audition and/or interview.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

- 1. Demonstrate improvement of technique on their instrument.
- 2. Demonstrate improvement of music reading skills.
- 3. Examine stylistic features appropriate to particular periods and/or composers and apply such points of style to their performance.
- 4. Develop proper performance behavior and etiquette.
- 5. Evaluate the quality of a performance based on specific aspects of music-making, such as intonation, rhythmic accuracy, use of dynamics, overall blend of the ensemble or section, articulation, balance, tone, and style.
- 6. Reflect in their performance the conductor's gestures and directions.

Course Content:

(please number the outline of main topics and subtopics)

All content in lab format.

Lab Content:

(please number the outline of main topics and subtopics)

- 1. Proper rehearsal/practice technique
 - 1. Professionalism and rehearsal etiquette
 - 2. Personal practice strategies
 - 3. Learning from historically or stylistically important recordings
 - 4. Sight reading strategies
 - 5. Listening across the ensemble: balance and tuning
 - 6. The group dynamic, reacting to other students in the section and in the band
 - 7. Performance practice considerations, such as when to swing eighth-notes
- 2. Preparing and performing various styles and genres of music, such as:
 - 1. Blues
 - 2. Count Basie, Duke Ellington and the foundation of swing and large jazz ensemble playing
 - 3. Swing era dance music
 - 4. Latin jazz, including Afro-Cuban and Brazilian styles
 - 5. Bebop
 - 6. Progressive big band music, such as the music of Stan Kenton
 - 7. Fusion
 - 8. Avant garde
 - 9. Reappropriations of popular music into a jazz context, such as songs by the Beatles, Nirvana, Radiohead, etc.
 - 10. Modern big bands, such as the music of Gordon Goodwin, Bob Mintzer, Maria Schneider, etc.
- 3. Proper rhythmic interpretation in a jazz setting, articulation
- 4. Creating a jazz sound on the instrument
 - 1. Embouchure
 - 2. Tounging
 - 3. Rhythmic interpretation
 - 4. Blues influence
- 5. Performing in a variety of settings
 - 1. Audience and performer etiquette

- 2. Jazz as concert music
- 3. Music as entertainment
- 4. Proper use and handling of live sound equipment

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture will address key historical and stylistic points.
- **Method:** Observation and Demonstration
Integration: Instructor and some advanced students will demonstrate proper performance practice, improvisation techniques, and jazz rhythms and articulations. This leads to the development of skills necessary to perform the music disseminated in class.
- **Method:** Guided Practice
Integration: Instructor will guide students to most effective practice strategies that will lead to improvement over the course of the term.
- **Method:** Sight reading
Integration: New music will be introduced regularly to address and improve sight reading skills.
- **Method:** Live Performance Viewing
Integration: The ensemble will listen to or watch jazz recordings as a group while the instructor points out important musical details.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Improvement Measurement
Integration: The instructor will measure the improvement of each student's playing throughout the term based on his or her level at the beginning of the term.
- **Method:** Class Participation
Integration: Students' enthusiastic participation in rehearsals and performances is critical to the improvement of their musical technique and the sound of the jazz ensemble as a whole. Participation will be evaluated based on students' demonstration of professionalism and stylistic appropriateness.
- **Method:** Class Performance
Integration: Students will be evaluated based on their ability to play assigned repertoire with correct notes, style, etc.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Practice the music distributed in class using various practice strategies, including playing along with recorded examples, taking a piecemeal approach with difficult passages, playing difficult passages at various tempi, etc.
2. Write a self evaluation of your progress throughout the term. Take note of your level of ability in the following categories from the beginning to the end of the term: tone, dexterity, speed, improvisation, scales and arpeggios, articulation, ensemble techniques (balance/blend). Write a plan to improve further and/or to maintain improvements already made.

Textbooks:

- Rush, S., Moon, R. (2019). *Habits of a Successful Musician* GIA Publications. ISBN: 9781579998844

Other Resources:

Minimum Qualification

- Music (Masters Required) **or**
- NC/Older Adults