

## (570:252) Syllabus: Jazz Pedagogy

Instructor: Dr. Washut (273-36431) RSL-189  
Office Hrs: MW-10:00

Spring, 2008  
Wednesdays, 4-5:30

### **Required Texts:** (See reading assignment schedule on page 4)

Lillos, et al., ed., Jazz Pedagogy: A Canadian Perspective  
Collier, Interaction (UBS)  
Aebersold, Combo Rehearsal Guidelines ([www.jazzbooks.com](http://www.jazzbooks.com))  
Washut, Jazz Pedagogy (coursepacket @ Copyworks)

### **General Reference Texts** (to be placed on reserve in the Rod library art & music section)

Dunscumb/Hill, Jazz Pedagogy  
Coker, The Teaching of Jazz  
Baker, Jazz Pedagogy  
Henry, The Jazz Ensemble  
Lawn, The Jazz Ensemble Director's Manual  
Vernick, et al., eds., Teaching Jazz: A Course of Study  
Sherman, Techniques & Materials for the Stage Band  
Wheaton, How To Organize & Develop The Stage Band  
Ferguson/Feldstein, The Jazz/Rock Ensemble  
Schuler, So You Want To Lead A Jazz Band?  
Berry, The Jazz Ensemble Director's Guidebook  
Sherman, The Rhythm Section  
Houghton, A Guide for the Modern Rhythm Section  
Kuzmich/Bash, Instrumental Jazz Instruction  
(and others possibly to be listed later)

### **Supplementary Materials:**

1) The student will be responsible for obtaining a large (2-3") 3-ring notebook to house the course packet & all materials compiled over the course of the semester (see notebook project).

### **Course Objectives:**

- 1) To gain familiarity with jazz pedagogy methodologies and resources
- 2) To develop relative competence with jazz ensemble rehearsal skills and techniques for both large and small jazz ensembles
- 3) To be able to teach aspects of authentic jazz performance skills aurally/orally by modeling
- 4) To gain familiarity with jazz ensemble literature and sources
- 5) To become familiar with listening/appreciation skills as related to recorded jazz performance

- 6) To be able to justify the inclusion of a jazz program (or the teaching of jazz) and develop a pedagogical philosophy to be used in selected levels of instruction (elementary, middle/high schools, college)
- 7) To design a practical jazz curriculum

**Grading Policy & Due Dates:**

- 1 individual assignments will be averaged for a total of **65%** of final grade
- 2) notebook of all materials compiled will constitute **15%** of your grade (grade will be based on the comprehensive nature of materials compiled, organization, and appearance).
- 3) jazz ensemble/combo rehearsal labs will constitute **10%** of your grade
- 4) jazz curriculum project will constitute **10%** of your grade

**Due Dates:**

Jan. 30 - written statement of your justification and philosophy of jazz education: why? (justification) + what? (philosophy) + how? (pedagogy)

Feb. 13 - an extensively annotated bibliography of 3 jazz ensemble texts & 3 rhythm section texts (which can include Latin percussion); be prepared to discuss each briefly

Feb. 20 - 1) Tallcorn Jazz Festival adjudication forms due (2 bands) including a general critique; 2) chart for big band rehearsal demo must be selected - the chart must include a full score and a professional recording must be obtained

Mar. 5\* - 30-minute big band rehearsal demos (w/ score prep and rehearsal plan) will be scheduled sometime during this week; includes video tape critique

Mar. 12 - 1) book report due: Aebersold, Combo Rehearsal Guidelines; 2) compile an annotated list of 10 big band charts including each of the following categories: medium swing; up swing; ballad; Latin; funk/rock; "ear" or "head" chart, including publisher/source & available recording(s); 3) plan a hypothetical concert program incorporating 5 of these charts

Mar. 26\* - 1) book report due: (Collier, Interaction); 2) select and prepare a tune to be taught entirely by ear using only your instrument and/or a recording.

Apr. 2 - 30-minute jazz combo teaching demo will be scheduled this week (including tune analysis and rehearsal plan - a recording of the tune must be obtained unless other arrangements are made with the instructor); includes video tape critique

Apr. 9 - 1) select and prepare a tune to be taught using a lead sheet and some sort of accompaniment (play-along or piano accompaniment). Include possible teaching strategies based on tune analysis (chord-scales, functional analysis, guide-tones, form, etc.). You must also provide a recorded version of the tune in the key you plan to teach it. Be prepared to teach it in an applied setting. Be able to discuss the educational features the tune offers and what learning obstacles it presents: in other words, do some “trouble-shooting” ahead of time

Apr. 16 - 1) annotated bibliography of 5 jazz improvisation texts;  
2) topic/outline of jazz curriculum project due

Apr. 23 - 1) annotated bibliography of 3 jazz theory texts; 2) written plan for the inclusion of selected jazz theory topics in a hypothetical teaching situation of student’s choosing (consult with instructor)

May 7\* (final exam time) - 1) jazz curriculum projects due; 2) notebooks due

### **Course Schedule**

Jan. 16  
(Week 1)      **Orientation; History of Jazz Education in the Public Schools**  
-Topics: Explanation of course objectives, organization, and grading policy; overview of history of jazz education in the U.S.

Jan. 23  
(Week 2)      **Justification for the Jazz Program**  
- Consider various levels of Instruction: Elementary/Jr. H.S., High School, College  
- Topics: Examination of the motives/.rationale for teaching jazz; Qualities of a good jazz educator (Coker); philosophical issues  
- Activities:  
    1) Develop a statement of philosophy of jazz education and a justification for the inclusion of jazz in a hypothetical teaching situation at the level of his/her teaching interest

Jan. 30-  
Feb. 27  
(Weeks 3-7)      **Large Jazz Ensemble Direction and Rehearsal Techniques**  
- Consider various levels of Instruction: Elementary/Jr. H.S., High School, College  
- Demonstration groups (high school & college levels as applicable)

- Topics: Sections of the band (including Latin percussion); Survey of teaching materials; Rehearsal techniques and psychology; Adjudication
- Activities:
  - 1) Presentation of evaluation of a jazz ensemble method book (on reserve)- a hand-out must be prepared for distribution
  - 2) Compile an annotated bibliography of jazz ensemble and rhythm section texts
  - 3) Rehearsal demo w/score preparation/rehearsal plan, including video tape critique
  - 4) Review of selected videos (rhythm section inst., saxophone performance, Latin percussion, etc.)
  - 5) Jazz adjudication; adjudication of 2 bands at Tallcorn Jazz Festival, including a general critique (may include UNI Jazz Bands II or III)

Mar. 5\*  
(Week 8)

### **Repertoire and Programming**

- Consider various levels of instruction: Elementary/Jr. H.S., High School, College
- Topics: Philosophy of repertoire and programming; Programming considerations and special concerts; Survey of Sources: Repertoire music, Latin charts, Charts for teaching improvisation, “ear” (or “head”) charts; Networking; Considerations for music selection
- Activities:
  - 1) Compile an annotated list of 10 charts, including various styles and one “head/ear” tune/chart (must be able to play head from memory)
  - 2) Plan a five-tune program for a real (or hypothetical) band; consider ability levels, strengths and weaknesses, etc.; find and list corresponding recordings; list in sequence (annotations--tempo, problems, historical info., etc. for each tune) include soloists; consider various programming concepts discussed

Mar. 12/26\*  
(Weeks  
9-10\*)

### **Small Jazz Ensemble Direction and Rehearsal Techniques**

- Consider various levels of Instruction: Elementary/Jr. H.S., High School, College
- Demonstration groups TBA
- Topics: Repertoire; Rehearsal management
- Activities:
  - 1) Book report: Aebersold, Combo Rehearsal Guidelines
  - 2) Book report: Collier, Interaction

- 3) Teach a tune by ear
- 4) Combo rehearsal demo

Apr. 2/9  
(Weeks  
11-12)

### **Pedagogy of Jazz Improvisation**

- Consider levels of instruction: Elementary/Jr. H.S., High School, College
- Topics: Survey of teaching materials; Ear vs. theory; Aural techniques; Time-feel & Articulation.
- Activities:
  - 1) Demonstrate the ability to teach a tune (in lead sheet form) in an applied setting;
  - 2) Annotated bibliography of 5 jazz improvisation texts
  - 3) Review of selected jazz improvisation videos (tape/DVD)

Apr. 16  
(Week 13)

### **Pedagogy of Jazz Theory/Composition**

- Topics: Survey of texts (including jazz keyboard & ear-training materials)
- Activities:
  - 1) Compile an annotated bibliography of 3 selected sources examined
  - 2) Determine appropriate applications of jazz theory at various levels of instruction (may be included in curriculum project below)

Apr. 23  
(Week 14)

### **Jazz History/Appreciation/Listening**

- Topics: Examination of jazz curricula in elem., jr. high, high school, & college programs
- Activities:
  - 1) Survey of texts and materials

Apr. 30  
(Week 15)

### **Jazz Curricula/Program Infrastructure/Administration**

- Topics: Examination of jazz curricula in elem., jr. high, high school, & college programs
- Activities:
  - 1) Design a practical jazz curriculum at the teaching level of the student's choosing (in consultation w/instructor)
  - 2) Discuss aspects of administration

May 7\*  
(Final exam time:  
3-5pm)

### **Discuss curriculum projects and turn in notebook**

**\*Note: Due to the possibility of the instructor's absence on these dates, the class will have to arrange alternate meeting times.**

**Required text reading schedule:** Jazz Pedagogy, Brian Lillos, ed.  
Additional (required) accompanying reading in the course packet (CP) is listed below. Reading should be completed before each class on the dates to facilitate meaningful discussion of each topic.

**1/16:** Course Packet (CP) - History of Jazz Education)

**1/23:** Chapters #1-4 (+ CP - Philosophy and Justification)

**1/30:** CP - Big Band Brass and Sax Sections)

**2/6:** Chapter #20 - Bass/Guitar/Piano articles (+ CP - same)

**2/13:** Chapter #20 – Drum set articles (+ CP - same)

**2/20:** Chapter #17 (+ CP - Big Band Rehearsal Tech I)

**2/27:** Chapter #17 - review (+ CP - Big Band Rehearsal Tech II)

**3/5:** Chapter #18 (+ CP - Repertoire & Programming)

**3/12:** (Aebersold, Combo Rehearsal Guidelines)

**3/26:** (Collier, Interaction)

**4/2:** Chapter #11 (+ CP - Pedagogy of Jazz Improvisation)

**4/9:** Chapter #7 (Lesson Plans)

**4/16:** Chapter #12 (+ CP - Pedagogy of Jazz Theory)

**4/23:** Chapter #13

**4/30:** Chapters #6, 8, 9,10, 21

*The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodations through Student Disability Services. The SDS Office is located at 103 Student Health Center. Phone is: 273-2676 (voice) 273-3011 (TTY); Email: disabilityservices@uni.edu*

