

Jazz Saxophone--540:259

Spring 2011

Christopher Merz

Objectives

1. Students will write a list of goals for each semester's study
2. Students will maintain a list of memorized repertoire
3. Students will improve in technical mastery of the saxophone through the study of scale and arpeggio exercises.
4. Students will develop interpretive skills through transcription
5. Students will develop improvisational skills through the study of repertoire, to be determined jointly by student and instructor

Required materials

Your instrument must be in good playing condition for lessons! You can't perform well on faulty equipment. You will need a good quality jazz mouthpiece. Choice here is a very personal thing, but I will make suggestions if your equipment does not seem to be working for you. "Jazz" reeds are also required. Classical reeds (regular Vandoren--blue box) do not vibrate freely enough to produce a jazz sound. Experiment here with Vandoren Java and V16, LaVoz, or Rico Jazz select.

You will also need manuscript paper, preferably in a spiral bound notebook. You will use this book for writing transcriptions, compositions, and notes from the lessons. A repertoire source is also required--the All New Real Book (any volume) is probably the best source for material.

Goals and Repertoire list

The first assignment, due at the first or second lesson of each semester, is a list of goals for the semester. This will help both student and instructor focus and select materials to better meet those goals. Students are also asked to keep an ongoing repertoire list, including all tunes studied in applied jazz lessons.

Technical expectations

Part of each lesson will be devoted to technical study. The **minimum** expectation is two scale or pattern studies (12 keys) and two arpeggio studies (12 keys) per semester. I have posted many of my technical exercises in pdf format on the web. Go to www.uni.edu/jazzstudies, click the "curriculum" link, and scroll down to "study material for jazz saxophone."

Transcriptions

Jazz saxophone students are expected to work continually on solo transcriptions. A minimum of sixteen measures (just over two measures a day) of a solo per week is expected for a passing grade.

Repertoire

I will work with students individually to determine appropriate literature for study. Many of the techniques from the improvisation classes will be used, and new techniques will be introduced. Students will also be assigned composition projects designed to help them come to terms with harmonic and melodic concepts.

Grading

I will give a grade for each lesson, based on student performance in each of the three elements; technical studies, transcriptions, and repertoire. Each student will also perform a jury at the end of the semester covering all three elements. Panelists will include Dr. Washut, Mr. Dunn, Dr. Schwabe and myself. This grade will be averaged together with the weekly lesson grade to determine the final grade.

Attendance

As this class is not required, I do not anticipate any attendance problems. If I should miss a lesson, it will be made up as soon as possible, preferably in advance. If students miss a lesson, it may be made up if a reasonable excuse is given. Examples include illness or absence from campus. ***Forgetting and lack of preparation are not acceptable excuses. Lessons will not be postponed due to lack of preparation. Habitual absences or lack of preparation may result in termination of study at the end of the semester.*** Students are waiting in line to take this class!

Notes

No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to unlawful discrimination by the University. This policy applies to all aspects of campus activities including employment, education, student programming, and services provided to the community at-large. Students: In order to

receive assistance with requests for accommodations, a student with a disability must contact Student Disability Services, <http://www.uni.edu/resources/disability>.

Disruptive behaviors in the classroom will not be tolerated. Students may be reported to the Director of the School of Music, Dean of Students or UNI Police for possible disciplinary action(s).

Cell phones should be set to the silent mode or vibration mode while in class.

I encourage you to utilize the Academic Learning Center's free assistance with writing, math, science, reading, and learning strategies. UNI's Academic Learning Center is located in oo8 ITTC. Visit the website at <http://www.uni.edu/unialc/> or phone 319-273-2361 for more information.