



NON-CREDIT COURSE OUTLINE

(1) MUS 381A

 Number

(2) COMMUNITY JAZZ ENSEMBLE

 Title

(3) Lecture / Lab Hours:	Total Course Hours			(4)Category (check one):	Parenting	
	Lec hours:		1.00		Elem/Secondary Basic Skills	
	Lab hours:		1.00		ESL	
	*Lab will generate <u>0</u> hour(s) per week outside work.				Immigrants	
*Lab will generate <u> </u> total hour(s) outside work.			Adults with Disabilities			
*See lecture/lab hours in Curriculum Handbook.			Short-term Voc/Apprentice			
			Older Adults	X		
			Home Economics			

For Office Use Only	
New <input type="checkbox"/>	Mod <input type="checkbox"/>
SAM Priority: E	Effective Date: _____
Unit Code: _____	DATATEL ID: _____
Reporting ID: CCC000016511	TOPS Code: 1004.00
Program Status: _____	Date Reporting ID Assigned _____
Replaced by: _____	Course LHE _____
Date: _____	

(5) Catalog Description:
 Study and performance of popular dance, jazz, and jazz-rock literature. Improvisation drills. This course is designed for community members to maintain and improve their musical skills.

(6) Course Outcomes:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Differentiate between the various style periods of jazz history, and demonstrate correct performance practices of these style periods.
- II. Discuss relevant knowledge of the composers of the music studied during the semester.
- III. Play simple melodies and scales in several different major and minor keys.

(7) Course Objectives:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. Review and practice the fingerings/positions necessary to perform the music that is studied.
- II. Drill on the various rhythmic figures necessary to perform the music that is studied.
- III. Discuss the correct musical style that is necessary for each piece of music that is studied.
- IV. Discuss some information about the composers of the music that is studied.
- V. Learn to play simple melodies and scales in several different major and minor keys.

(8) Course Outline:

Lecture Content:

- A. Regular, systematic warm-up exercises in several different major and minor keys
 - 1. Scales
 - 2. Arpeggios
 - 3. Fingering drills
 - 4. Chorales

- B. Rehearsal of standard jazz and jazz-rock music repertoire.
 - 1. Intonation
 - 2. Pitch accuracy
 - 3. Rhythmic accuracy
 - 4. Correct phrasing
 - 5. Balance of sections
 - 6. Dynamics
 - 7. Style and interpretation

- C. Discussion of Information on composers
 - 1. Style period
 - 2. Birth and death dates
 - 3. Historical significance
 - 4. Other important compositions

- D. Present a public performance of the literature studied.

Lab Content:

- A. Regular, systematic warm-up exercises in several different major and minor keys
 - 1. Scales
 - 2. Arpeggios
 - 3. Fingering drills
 - 4. 12-bar blues in various keys

- B. Practice of standard jazz and jazz-rock music repertoire.
 - 1. Intonation
 - 2. Pitch accuracy
 - 3. Rhythmic accuracy
 - 4. Correct phrasing
 - 5. Dynamics

(9) Methods To Measure Student Achievement			
1. Standardized exit test		2. Examinations	3. Quizzes
4. Class assignments		5. Laboratory work	6. Class participation
7. Attendance		8. Other (specify below)	X
Other specification: Class Participation Attendance Public performance			
(10) Please check one to identify the primary method utilized to evaluate the degree to which the course objectives are accomplished.			

<input type="checkbox"/>	1. Standardized instrument measuring student subjective opinion
<input type="checkbox"/>	2. Standardized instrument measuring student subjective knowledge
<input type="checkbox"/>	3. Student satisfaction with his/her educational experience
<input type="checkbox"/>	4. Competency based written and practical tests which demonstrate the students ability to apply skills and concepts learned to minimum standards established by the instructor.
<input type="checkbox"/>	5. California Occupational Program Evaluation System (COPES)
X	6. Other

Other specification:
 Student satisfaction with his/her educational experience
 Public performance

(11) Primary Teaching Materials (check one).	
<input type="checkbox"/>	1. Published textbook
<input type="checkbox"/>	2. Teacher-prepared instructional materials
<input type="checkbox"/>	3. Audio tapes, video tapes, films, slides or other audio-visual materials
<input type="checkbox"/>	4. District/College prepared materials
<input type="checkbox"/>	5. Computers
<input type="checkbox"/>	6. Equipment, tools and materials
X	7. Other

Other specification:
 District College prepared materials - Music from Department Library
 Musical instruments