

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

[CLASS]

[MUSIC]

Expanded Course Outline

Course Subject Area:	MU
Course Number:	3650A
Course Title:	Vocal Jazz Ensemble
Units:	1
C/S Classification #:	10
Component:	Activity
Grading Basis: (graded only, CR/NC only, student's choice)	Graded only
Repeat Basis: (may be taken once, taken multiple times, taken multiple times only with different topics)	Up to 8 units
Cross Listed Course: (if offered with another department)	
Dual Listed Course: (if offered as lower/upper division or undergraduate/graduate)	
Major course/Service course/GE Course: (pick all that apply)	Major/Service
General Education Area/Subarea: (as appropriate)	
Date Prepared:	3/23/15
Prepared by:	Iris Levine

I. Catalog Description

Rehearsal and performance of jazz and jazz related vocal ensemble music.

II. Required Coursework and Background

Enrollment by audition

Prior vocal experience.

III. Expected Outcomes

Students will:

1. rehearse a broad selection of repertoire by composers, representing both genders, from various jazz styles and periods
2. expand his/her knowledge of the repertoire on an experiential level

The outcomes of this course relate to the following Music Department Student Learning Outcomes:

#1: Perform a variety of music with expression and musical accuracy.

#3: Demonstrate musicianship skills (including those involving technology) and conceptual understandings.

#4: Demonstrate and articulate personal growth as a musician and student of music in the world.

BA in Music:

- #2. **Perform** a variety of music with expression and musical accuracy.
- #4. **Demonstrate** creativity, musicianship skills, an understanding of appropriate technology, and conceptual understandings.

BA in the MIS Option:

- #1. **Interpret** relationships between music and: commerce; technology; media; and audience.

BM in Music:

- #1. **demonstrate** a high level of musicianship that facilitates independent preparation of music for performance.
- #4. **articulate** the distinguishing characteristics of multiple musical styles, traditions, and historical periods, **and apply** that knowledge to performance.
- #5. **perform** a wide variety of solo and ensemble repertoire for varied audiences.
- #6. **analyze, interpret, and defend** judgments of various musical works for audiences of scholars and amateurs.
- #7. **demonstrate** healthy body mechanics and technique.
- #8. **promote** musical culture in the community.

BM in Music Education/Pre-Credential:

- #1. **demonstrate** foundational skills on instruments commonly taught in schools.
- #2. **display** effective conducting skills for choral and instrumental ensembles.
- #3. **evaluate, select, prepare, and assess** music for performance.
- #8. **demonstrate** a deep understanding of performance through presentation of a recital or a lecture-recital.

BM in Composition:

- #2. **oversee** fully realized public performances of their original compositions, with critical assessments.

BM in Performance:

- #1. **apply** skills for collaborative music making (including chamber music and conducting).
- #3. **discuss** pedagogy of their instrument at a foundational level.
- #4. **demonstrate** specialized expertise in interpreting the music of one or two particular styles, including the utilization of improvisation.
- #5. **model** entry-level professional performance skills on a primary instrument or voice, through a capstone recital.

IV. Instructional Materials

Rutherford, Paris. The Vocal Jazz Ensemble, Milwaukee, WI: Hal Leonard Publ., 2008.
Weir, Michelle. Jazz Singers Handbook, Van Nuys, CA: Alfred Music Publ., 2005.

Additionally, there is an immense library of works available for performance. Inasmuch as this is a performance class, there are generally no auxiliary readings, except on occasion as the situation warrants.

V. Minimum Student Material

Acquisition of performance attire chosen by the membership of the ensemble.

VI. Minimum College Facilities

Large rehearsal classroom with piano and chairs.

VII. Course Outline

1. Reading sessions devoted to familiarizing the ensemble with a modest amount of repertoire.
2. Narrowing of focus to select pieces for performances.
3. Improving all aspects of performance (i.e. tone, style, accuracy, etc..) as well as providing students with additional knowledge about the works being performed.
4. Development of stage presence and standards of performance etiquette.

VIII. Instructional Methods

Rehearsal and lecture modes

IX. Evaluation of Outcomes

1. Attendance (required) and class participation.
2. Demonstrated accuracy of performance of individual part
3. Dress rehearsal and final performance (functioning as the final exam).
4. In the event that a final public performance is not scheduled, the class will meet during the assigned final exam time for an informal performance/presentation of its accomplishments.