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MUSI 131A.01: UM Jazz Band I

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University of Montana Jazz Ensemble I

Syl-S16-MUSI 131A 01

Rob Tapper, Director

Music Building Room 001

406-243-6889 message phone robert.tapper@umontana.edu

Monday – Wednesday – Friday @1:10-2:00pm

Expectations: The Jazz Ensemble I is a group providing the highest level of musical achievement, precision, improvisation, intensity and diligence in the jazz program. Because of the level of music and visibility of the ensemble, members are required to spend considerable time outside of rehearsal preparing music as well as improvisation sections for the highest level of musicality and success. If the director feels that ample preparation and responsibility to the parts, section and ensemble are not adequate, he reserves the right to remove that member from the group for the overall goals and success of the ensemble. Members of the ensemble are expected to attend all rehearsals and performances.

**In order to obtain an A, you will need to attend 5 jazz performances (not including Jazz Band Performances)*

Section Leaders: Each section of the ensemble will have a designated leader. That leader is responsible for the musical preparation of the section. Preparation may include weekly sectionals outside of designated ensemble rehearsal time. Each member of the section is responsible for attending and preparing music for sectionals.

Improvisation Rehearsals: Rhythm section will be available for Improvisation work. Members with solos are expected to sign-up for times with the rhythm section so they feel confident and successful on their solos!

Office Hours: If you need to get in touch with me, please set up an appointment during an office hour (Mon @3pm, Tue-Fri @12noon)

Academic Honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University of Montana. All Students need to be familiar with the Student Conduct Code. The Code is available for review online at www.umt.edu/SA/VPSA/Index.cfm/page/1321.

SPRING JAZZ DATES

FEB 22nd & 23rd: UM Concert Band Festival (Jazz Ensemble perform at NOON)
MAR 5th: Odyssey (Info TBA)
MAR 8th: S.W.E./Jazz Ensemble concert
MAR 14th: Sam White (sax) Masterclasses (TBA)
MAR 14th: Jazz at the Break (Small Groups)
MAR 16th: Festival Set up and Jazz Ensemble rehearsals with guest artists
MAR 17th & 18th: UM/Buddy DeFranco Jazz Festival (all groups participate and perform)
MAR 26th: Jazz Ensemble I Performance at the 2016 Jazz Northwest Festival (Spokane)
APR 17th: UM Small Group performance at private function (1 group TBA)
APR 18th, 19th, 20th & 21st: Jazzoula (4 or 5 Small Groups/Jazz Ensemble)
APR 20th, UM Jazz Ensemble plays Jazzoula with Eden Atwood (Tunes TBA)
APR 27th: Jazz Arrangers concert (Jazz Ensemble & Jazz Band) with Guest Artist
MAY 5th: Concert Band/Lab Jazz Band III/Jazz Workshop IV
MAY 12th & 13TH: Jazz Ensemble I (possibly 1/2 small groups) Recording Session
MAY 19th – 22nd: Tour to Oakland, CA

Jazz Ensemble I Rehearsal Schedule and Events

<u>Day/Date</u>	<u>Rehearsal</u>	<u>Notes</u>
Mon, January 25	Sight Read – Drum Set –	Semester dates, etc.
Wed, January 27	Sight Read – Drum Set –	
Friday, January 29	Sight Read – Drum Set –	
Mon, February 1	Sight Read – Drum Set –	
Wed, February 3	Sight Read – Drum Set –	
Fri, February 5	Sight Read – Drum Set –	
Mon, February 8	NO REHEARSAL	
Wed, February 10	Sight Read – Drum Set –	
Fri, February 12	Sight Read – Drum Set –	
Mon, February 15	NO REHEARSAL – PRESIDENT'S DAY	

Wed, February 17	Sight Read Festival Charts – Drum Set Test – Concert Band Tunes
Fri, February 19	Sight Read Festival Charts– Work Song – Concert Band Tunes
Mon, February 22	PERFORMANCE –CONCERT BAND FESTIVAL Set Up at 12:40PM Dress: All Black
Tue, February 23	PERFORMANCE – CONCERT BAND FESETIVAL Set up at 12:40PM Dress: All Black
Wed, February 24	Work Song – Sight Read Festival Charts – Drum Set Test (1,2,3)
Fri., February 26	Work Song – Festival Charts – Drum Set

NASM STANDARDS

1. Performance

Students must acquire:

- a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- b. An overview understanding of the repertory i

n their major performance area and the ability to perform from a cross-section of that repertory.
- c. The ability to read at sight with fluency.
- d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration
- e. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

2. Aural Skills and Analysis

Students must acquire:

- a. An understanding of the common elements and organizational patterns of music and their interaction, and the ability to employ this understanding in aural, verbal, and visual analyses.
- b. Sufficient understanding of musical forms, processes and structures to use this knowledge in compositional, performance, scholarly, pedagogical and historical contexts, according to the requisites of their specializations.
- c. The ability to place music in historical, cultural and stylistic contexts.

3. Composition and Improvisation

Students must acquire:

- a. Rudimentary capacity to create derivative or original music both extemporaneously and in written form.
- b. The ability to compose, improvise, or both at a basic level in one or more musical languages, for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional ways.

4. Repertory and History

Students must acquire:

- a. A basic Knowledge of music history through the present time.
- b. An acquaintance with repertoires beyond the area of specialization. All students must be exposed to a large and varied body of music through study and attendance at recitals, concerts, opera and musical theatre productions and other performances. With regard to specific content, music has a long history, many repertoires, and multiple connections with cultures. Content in and study of these areas are vast and growing. Each institution is responsible for choosing from among this material when establishing basic requirements. Each is responsible for breadth and depth, and for setting proportions between them. Content choices and emphases, as well as means for developing competency, reflect institutional mission, areas of concentration offered, and the goals of the music unit.

NASM STANDARDS CONT.

6. Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students should be:

- a. Working independently on a variety of musical problems by combining their capabilities in performance, aural, verbal and visual analysis; composition and improvisation; and repertory and history.
- b. Forming and defending value judgments about music.
- c. Acquiring the tools to work with a comprehensive repertory, including music from various cultures of the world and music of their own time.
- d. Understanding basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise.

Student and Staff Responsibilities

To achieve the standards and competencies listed above, both students and staff must meet certain responsibilities as delineated below:

Student Responsibilities

- 1. To develop musical literacy and maturity, through diligent development of physical skills and intellectual awareness;
- 2. To meet standards consistent with those prescribed by NASM and the U of M music faculty.
- 3. To discipline one's self to accomplish the many necessary tasks in order to achieve excellence.
- 4. To become dedicated to the art. The study of music is demanding but also extremely rewarding.

Staff Responsibilities:

- 1.To provide a curriculum (course of study) which will prepare students for a career in music.
2. To guide students' musical growth (understanding, skill, awareness, creativity) through high professional teaching standards within the framework of the most complete curriculum possible.
- 3.To professionally contribute to maintaining high musical standards through musical leadership in the state and area.