Course Content
The study of knowledge & techniques leading to a thorough understanding of the necessary components for jazz improvisation including historical perspectives, styles identified with certain eras, evolution of improvisation, and the importance of improvisation in the jazz idiom.

Course Purpose
This course will prepare the student to function as an improvising artist in any style of jazz music. Each lesson will be designed to develop both knowledge and skill in preparation for this goal.

Expected Learning Outcomes
These learning outcomes as well as those listed in the Saxophone Handbook will be tailor-made by Professor Leali in consultation with each individual student. Upon completion of this course, skills that students acquire can include:

1. Identify and explain several different approaches to Jazz improvisation
2. Recognize certain rhythmic patterns considered to be necessary components of the jazz language
3. Execute all major and minor (natural, jazz melodic, harmonic), scales with diatonic 13th patterns and intervals of 3rds and 4ths. Diminished and whole tone scale patterns will vary.
4. Define the term “Jazz Language”
5. Explain & demonstrate different techniques employed in the development of a good jazz improvisation
6. Recognize and differentiate between jazz masters of their perspective instruments as well as other jazz instrumentalists and vocalists
7. Construct an improvisation, employing appropriate scale choices, solid technique, competent melodic sense and rhythmic diversity, with or without accompaniment
8. Explain the fundamental concepts that make memorization of melodies and harmonic functions a necessity in Jazz music
9. Discuss the major innovators of each era in jazz, explaining their contributions and defining the characteristics that led to their labels as innovators
10. Recognize certain harmonic patterns, visually or aurally and explain their significance
11. Explain the importance of ear training and discuss several techniques related to the development of good aural sense
Methods For Assessing the Expected Learning Outcomes

The expected learning outcomes for the course will be assessed through:

1. Weekly private lessons
2. Group and private listening
3. Performances (school activities, jam sessions, and gigs)
4. Teacher student discussions
5. Clinicians feedback and assessments
6. Transcriptions
7. At the end of each semester, each student is required to perform a jazz jury

Course Outline

Students will prepare repertoire assigned by the instructor, as well as be expected to do individual research of contributors to jazz, improvisational, and creative music. Individual lessons will be supplemented by the students’ participation in a large jazz ensemble or jazz combo and the participation in weekly jazz departmentals, jam sessions, and gigs.

PLEASE MAKE NOTE:

- If a student misses a lesson, I possess the right as to whether or not there will be a makeup lesson.
- Any lesson that the instructor misses will be made up.
- If a student does not perform at what I deem a satisfactory level, I possess the right to terminate lessons and refer the student to a TF.
- Each student is allowed three (3) absences a semester for whatever reason, excused or unexcused. Use these wisely. Any additional absences will result in a lower final grade according to Professor Leali’s discretion. Students missing more than 5 lessons may not receive course credit.

Course Expectations

1. Students are expected to attend lessons.
2. Students are expected to attend all jazz departmentals on time. (unless the student has a pre-approved absence by Professor Leali)
3. Students are expected to practice all lesson assignments.
4. Students are expected to listen to recordings, DVD’s etc. of jazz.
5. Students are expected to attend live performances of varying styles when possible.
6. Students are expected to act professional at all times.
7. Students are expected to perform a jazz jury at the end of each semester.
Grading
Grading is based on attendance, assignments, final scale/etude juries, and attitude.

- 10% Attendance *(.5 of a letter grade will be lowered for each unexcused absence)*
- 40% Assignments
- 40% Final Scale/Etude Jury *(failure to take the juries will result in a failure of the course)*
- 10% Attitude

Grades are determined by a qualitative assessment of the students’ progress and effort throughout the semester. Students will be evaluated weekly in their lessons, as well as in performances and participation. Students can expect that lack of preparation, attendance, and participation will negatively impact their grade. Students may ask their instructor at any time what kind of grade their current work merits.

Students enrolled in applied saxophone are expected to attend all saxophone lessons. If a student wishes to cancel a lesson, the teacher may make up the lesson at his discretion. Students wishing to cancel a lesson should notify the teacher at least 24 hours in advance (with the exceptions of death in the family or serious illness). If a student is unable to attend a lesson, she/he must give prior notification (via email brad.leali@unt.edu) to the instructor. Insufficiently prepared lessons will not be made up.

Applied lessons will begin no later than during the second week of classes. Each student will receive a minimum of 13 lessons per semester. Students missing more than 5 lessons may not receive course credit.

Class Schedule
Every week, students will have a private lesson. Class times will be determined in consultation with the instructor.

ADA Compliance
Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Student should present appropriate verification from access TECH. No requirements exist that accommodations be made prior to completion of this approved university procedure.
**Class Attendance**

1. The University expects regular and punctual attendance in classes.
2. Responsibility for class attendance rests with the student.
3. In general, students will be graded on the basis of intellectual effort and performance, not on class attendance. It is recognized, however, that in some classes the student's grade must be based wholly or in part on class participation as, for example, in physical activity classes, musical performing groups, and certain seminars, and thus absences may lower the student's grade. In such cases the instructor shall make his expectation of attendance clear at the beginning of the semester by means of a written notice.
4. In accordance with state law, a student absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the days missed, including those missed for travel, within a reasonable time after the absence. Students should notify the instructor in each course of the date of the anticipated absence as early in the semester as possible. Only holidays or holy days observed by a religion whose place of worship is exempt from property taxation under Section 11.20 of the Tax Code may be included. A student who is excused under this provision may not be penalized for the absence, but the instructor may appropriately respond if the student fails satisfactorily to complete the assignment or examination.
5. The student's academic dean must authorize absences of students due to participation in university-sponsored activities, such as athletics, debate, musical organizations, AFROTC, class field trips, etc. Within three days after the absence, students must obtain authorized absence cards from the Dean of Students for presentation to their instructors.
6. Students who have been issued authorized absence cards or who have made satisfactory explanations of absence to the instructor shall, when practicable, be given an opportunity to make up the work missed. If it is not feasible for the student to make up the work, some allowance shall be made in order that the student is not penalized.
7. Any instructor who so informs students in writing about the necessity of class attendance may request of the Registrar that a student be dropped from the course with a grade of WF upon the accumulation of the stated number of absences. Departments and similar academic units have authority to establish a department-wide or course-wide attendance policy, so long as the policy is in accord with the above stipulations.
Are you a MUSICIAN?

Your HEARING is your livelihood, and your livelihood may be AT RISK!

The FACTS about Noise Induced Hearing Loss (NIHL):

- As many as 50% of musicians have problems with hearing loss.
- Risk of injury is based on a combination of sound intensity and duration.
- Listening to music, live or recorded, in performance or rehearsal, can result in significant exposure to high sound levels.
- Hearing loss is cumulative: all sources (24/7) of elevated sound levels contribute.
- Permanent NIHL is irreversible.
- Temporary NIHL is reversible with adequate rest and recovery.

HOW do I protect myself?

Short Term: Control your environment wherever possible

- Listen to recorded music at moderate loudness levels.
- Reduce exposure time to sound levels above 85dB.
- Reduce repeated or cumulative exposure.
- Protect yourself from exposure to hazardous sound environments.
- Use ear protection in noisy environments. *
- Rest the ears between exposures to loud sounds.

Long Term: Inform yourself about your own exposure history

- Get a base-line comprehensive audiological evaluation. *
- Follow up with annual checkups.
- Know the symptoms of NIHL: Temporary threshold shifts, ear discomfort after exposure, ringing and buzzing, difficulty of hearing in noise.
- Know how to request and use a SPL meter to estimate your exposure in potentially risky environments.

Hearing evaluations are FREE to all UNT students through the Department of Speech and Hearing. (940) 565-2262