

**UNIVERSITY OF TEXAS AT TYLER**  
**SCHOOL OF PERFORMING ARTS**

*course syllabus for*

**JAZZ IMPROVISATION**  
**FALL 2018**  
**Tuesday/Thursday 3:35-4:55 P.M.**  
**FAC 1221**

**INSTRUCTOR:** Dr. Sarah Roberts  
**OFFICE:** Cowan Fine Arts Center 2216  
**OFFICE PHONE:** 903-566-7387  
**E-MAIL (preferred):** sroberts@uttyler.edu  
**OFFICE HOURS:** As posted or by appointment

**COURSE DESCRIPTION:**

Materials and practices for improvisation or extemporaneous performance in the jazz idiom. Students will study basic jazz harmony through the practical use of scale-chord relationships, jazz notation, ear training, rhythmic concepts, jazz style, and articulation. In addition, to learning the theoretical elements, students will be exposed to and responsible for learning jazz standards. Each student will be required to improvise on the instrument of his/her choice.

**COURSE OBJECTIVES:**

Upon successful completion of this course, the student will be able to demonstrate the following learning outcomes:

1. Demonstrate rudimentary understanding of basic jazz chord notation and its various scalar components.
2. Demonstrate knowledge of jazz style and important historical aspects as they relate to the appropriate subject.
3. Apply proper jazz style and interpretation into performance practice.
4. Recognize and use the appropriate rhythmic patterns and articulations for any given jazz style.
5. Combine aural, written, and cognitive skills acquired to formulate their own unique interpretation of jazz improvisation and evaluate their success.

**PREREQUISITES:**

Students must be enrolled as a current music major with experience on their given instrument.

**CRITERIA FOR GRADING:**

<b>I.</b>	<b>Playing Exams</b>	<b>60%</b>	
	A. Performed at the end of each unit		
	B. Demonstrate comprehension of learning objectives from unit		
	C. Administered individually		
	D. Will be audio recorded for students' learning		
<b>II.</b>	<b>Daily Grades</b>	<b>30%</b>	<b>Grading Scale</b>
	A. Quality of preparation		90-100% = A
	a. Musical Preparation		80-89% = B
	b. Reading assignments		70-79% = C
	B. Consistency of preparation		60-69% = D
	C. Consistency in progress		59%-below = F
	D. Attendance/Punctuality		
<b>III.</b>	<b>Final Exam</b>	<b>10%</b>	
	A. Demonstrate chord/scale knowledge		
	B. Demonstrate repertoire knowledge		
	C. Perform transcription from melody		

## **REQUIRED COURSE MATERIAL:**

- 3-ring binder
- Pencil
- Instrument
- Staff paper
- Thumb drive
- Instrument and all equipment utilized for playing
- *The Jazz Language* by Dan Haerle
- *Patterns for Jazz* by Jerry Coker

## **ATTENDANCE POLICY**

Regular attendance is crucial to your success in this course. An absence is an absence. There is no such thing as an excused or unexcused absence. The university community is like your boss at work. You can miss once, maybe twice, but after that the “boss” starts to wonder and may fire you. If you are not here, you get a zero for the day.

If you make PERFECT ATTENDANCE for the semester (this means no tardies as well!), you will receive a 5-percentage point raise on one of the playing exams.

Students on athletic teams or performing ensembles that may have a university sanctioned performance – submit event dates at the beginning of the semester, and only those dates can be made up. Before each date to be missed, REMIND me when you will be gone, as I will need to create a makeup assignment. If you neglect to complete a make-up assignment, then it becomes a “O” for that day.

Much of the class will rely on student discussion. It is not the professor’s job to give you the answers, but rather provide information for you to become a critical thinker and knowledge seeker. Therefore, it is every student’s responsibility to not just be physically present but to be actively participant throughout the class.

Please adhere to the policy: To be late is to be on time and to be on time is to be EARLY! Class will begin at 4:00 p.m. and it is expected students will be in their seat READY for class at 4:00 p.m. Plan to arrive at 3:50 p.m. to get in the room and set up. In addition, late arrivals are extremely disruptive and disrespectful to fellow classmates. Remember college is something YOU, the student, chose to do! It is advancing your career and giving you an advantage in the workforce. Therefore, treat it as your job and make it a priority. If you do, it will serve you well in the future.

## **IMPORTANT DATES**

Census Date 9/10/18

Last day to withdraw 11/5/18

Finals/Jury Week: 12/11-12/15/18

## **FOOD/DRINK POLICY**

Also, no food or drink is allowed in this room. A bottle of water with a lid is the ONLY acceptable food/drink in the room.

## **TECHNOLOGY IN THE CLASSROOM**

Laptops and iPads are allowed for students to take notes. However, if one student is discovered to be on any social media and not working, the entire class will lose the right to use technology. There will be times as a class we use technology, such as cell phones. Students will be notified of those times and asked to take out their cell phones. For all other times cell phones should be put away. If a cell phone is out and a student is texting, the professor reserves the right to collect the device for the remainder of class. If the phone rings during class, the professor reserves the right to answer the call and collect the device for the remainder of class.

## **Professor’s expectations of the students:**

- Keep a positive attitude
- Take responsibility for your learning in this class
- Attend every class, arrive on time, and stay the entire time
- Arrive for your office appointments on time
- Work on the skills we’re studying outside of class

**What students can expect from the professor:**

- Treat every student with respect and the expectation that every student is capable of doing well in this class
- Begin and end class on time
- Allow time for questions in class
- Be prepared for class
- Be available outside of class in the office and by email
- Be willing to modify what we do in class in order to help students learn better

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Student Accessibility and Resources**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [cstaples@uttyler.edu](mailto:cstaples@uttyler.edu)

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Revised 09/16 Student Absence for University-Sponsored Events and Activities If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA**

Statement It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; • substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

#### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**Syllabus is subject to change at ANY time!!**

## Jazz Improvisation I Track

<b>WEEK</b>	<b>TOPICS</b>	<b>EXAMS</b>
WEEK 1	Introduction and Placement	
WEEK 2	Making melodies with what we know	
WEEK 3	What are the modes?	
WEEK 4	Dominants and Blues Progression	Playing Exam #1
WEEK 5	Blues Progression	
WEEK 6	Blues	
WEEK 7	Blues and ii-V-I progression	Playing Exam #2
WEEK 8	Minor Blues	
WEEK 9	Minor Blues	
WEEK 10	Satin Doll	Playing Exam #3
WEEK 11	Satin Doll	

WEEK 12	Autumn Leaves	Playing Exam #4
WEEK 13	Autumn Leaves	
WEEK 14	Final Exam	

## Jazz Improvisation II Track

\*Students may only follow this track if they have successfully completed Jazz Improvisation I Track.

<b>WEEK</b>	<b>TOPICS</b>	<b>EXAMS</b>
WEEK 1	Introduction and Placement	
WEEK 2	Blues for Alice	
WEEK 3	Blues for Alice	
WEEK 4	Blues for Alice	Playing Exam #1
WEEK 5	Ornithology	
WEEK 6	Ornithology	
WEEK 7	Ornithology	Playing Exam #2
WEEK 8	Stella by Starlight	
WEEK 9	Stella by Starlight	
WEEK 10	Stella by Starlight	Playing Exam #3
WEEK 11	Confirmation	

WEEK 12	Confirmation	
WEEK 13	Confirmation	Playing Exam #4
WEEK 14	Final Exam	

## Jazz Improvisation III Track

**\*Students may only follow this track if they have successfully completed Jazz Improvisation II Track.**

### Required Materials:

Text: Building A Jazz Vocabulary, Mike Steinel (available online at Penders music)

Music: Yardbird Suite – Charlie Parker

Dewey Square – Charlie Parker

Ornithology – Charlie Parker

Scrapple from the Apple – Sonny Stitt (w/the Oscar Petterson Trio)

Moose the Mooch – Charlie Parker

Confirmation – Charlie Parker

Playing evaluations: Performed in class

Memorized Transcription: Transcribe and perform from memory **one entire performance** of Confirmation or Moose the Mooche

Melodies: Play melodies for all tunes by memory

Arpeggios: Play arpeggios in eighth-notes to the ninth of the chord (when possible) for all tunes by memory (pass/fail)

Transcriptions: Transcribe and perform an excerpt of a solo from the CD for each tune on the Syllabus (pass/Fail)

WEEK	TOPICS	EXAMS
WEEK 1	Orientation	
WEEK 2	Yardbird, M/A	
WEEK 3	Yardbird Trans.	Skill #1
WEEK 4	Dewey Square M/A	Playing Evaluation #1
WEEK 5	Dewey Square Trans.	Skill #2
WEEK 6	Ornithology M/A	Playing Evaluation #2
WEEK 7	Ornithology Trans.	Skill #3
WEEK 8	Scrapple M/A	Playing Evaluation #3
WEEK 9	Scrapple Trans.	Skill #4

WEEK 10	Moose The Mooch M/A	Playing Evaluation #4
WEEK 11	Moose The Mooch Trans.	Skill #5
WEEK 12	Confirmation M/A	Playing Evaluation #5
WEEK 13	Confirmation	Skill #6
WEEK 14	Confirmation	Playing Evaluation #6 Transcription

## Jazz Improvisation IV Track

**\*Students may only follow this track if they have successfully completed Jazz Improvisation III Track.**

Required Materials: One textbook and CD's.

A note about burning CD's and copying music and books. Artists deserve the royalties they are due from the sale of intellectual property. It is hard enough to make a living as an artist as it is. When you make your own recordings and write your own tunes you also deserve to receive the appropriate compensation for your creativity. "Please buy, don't burn."

Text: Building A Jazz Vocabulary, Mike Steinel (available at the Union Book Store and Penders Music)

CDs: The Best of Herbie Hancock, Herbie Hancock (Bluenote - ISBN-0777-91142-2)

The Best of Chick Corea, Chick Corea (Bluenote - ISBN-0777-91143-2).

Art Blakey A Night at Birdland Volume 2, = Blue Note CDP 7 46520 2

AND / OR for "Just the Way You Look Tonight" Art Pepper Surf Ride Savoy 78819)

Repertoire Assignments:

Melodies and Arpeggios: If a student cannot play the melody and the arpeggios accurately for

the 6 tunes, he or she will receive an automatic grade of "C" for the course .

Students are required to perform, from memory, the melody and arpeggios to the 9th in 1/8 notes for all tunes listed on the schedule on the day assigned. If the chord is only 2 beats play 1,3,5,7. If it has 4 beats, play 1, 3, 5, 7, 9, 7, 5, 3. Horn players breathe when necessary while keeping the form and tempo. For ¾ time, play 1,3,5,7,9 rest. Melodies and arpeggios will be performed at the tempo of the recording and in harmonic rhythm. Keep the form and time, do not add beats or measures. If you miss a note or arpeggio, let it go and keep going so the form and time stay the same. If you cannot do the arpeggios as asked for the fast tunes, work out an 1/8 note routine that you can. Drummers will orchestrate the melodies around the kit so the melodic contour is simulated while playing the high hat with the foot.

For Wee Dot, instead of arpeggios, students will be expected to play 5 background figures of their choice that fit over the blues. Drummers will play 5 repetitious patterns with the left hand and/or bass drum while playing time.

For the Ballad: Arpeggios will be done in 1/16 notes. Pick a standard 32 bar AABA form ballad. It is the student's choice of tune and CD. Please have your choice approved by the

instructor. Play it as a ballad (no 3/4), without double time. You will prepare a 1 ½ chorus feature (AABABA) with an intro and ending That may include rubato section(s) to start, an intro, beginning and/or ending cadenza(s), etc. Use your creativity to tell a heartfelt story. Play the melody and get more soloistic as you go along. Drum features will include playing the melody and song form solo with bass and chordal comping as well over the 1 ½ chorus form. Write out a lead sheet that includes the changes you want to play so the rest of the rhythm section can play with you. Bring the CD and music for the rhythm section and me to all ballad classes. Start early in the semester to look for your ballad choice so you can find a good recorded model. Maximum tempo ¼ = 50. If your CD transcription has some double time that is ok, but avoid it for your performance. If the CD only has a ½ chorus of solo, transcribe that and the other ½ chorus of the melody.

Transcriptions: The length of each transcription varies and is listed on the schedule. Transcriptions may be performed with music with the exception of the memorized transcription assignment. All transcriptions will be performed with the recording. Drummers will orchestrate the melodies around the kit so the melodic contour is simulated while playing the high hat with the foot. You may chose to transcribe another recording other than the suggested one for the class if the tempo is similar. Please have any alternate transcription approved by the instructor. On the ballad, if you don't find a recording that has a whole chorus of ballad solo, you may do one whole chorus that has two instruments or transcribe one chorus that includes ½ solo and ½ melody.

Scale Tests: Whole Tone, 5th mode of Harmonic Minor, Super Locrian, and 1/2 Whole Diminished in the pattern on page 131 of Building A Jazz Vocabulary and over the random root progressions found on pages 6 - 8 of the same book. In addition to performing each scale students will demonstrate skill in improvising with the scale material over the same progressions. (Quarter = 200) You will play the pattern over the first five chords and improvise over the next five.

Drummers will transcribe 1 chorus of time playing from the tune on the CD of the week (2choruses for short form tunes if applicable, ask me) (3 choruses for the blues) and play along with the recording in lieu of the scale test.

Scat Vocal Solo Transcription:

Students will record in class a scat vocal solo along with the CD of Dolphin Dance' and transcribe the rhythm and contour of the improvisation and correct the notes to make it be a good harmonic solo. When you sing, make rhythm your first priority. Try putting one of your favorite soloists in mind. If you do get lucky and sing great pitches, that is wonderful, but go for the intensity of rhythm first and sing out like you really mean it! Correct the pitches to fit, but like any good solo, it should include chromatics, arpeggios and not be completely diatonic. Drummers will sing a horn like line and orchestrate it around the drums like the melodies of the other assignments while the high hat is played by the foot. The purpose is to connect with our inner sense of rhythm and phrasing without our instrument.

Playing Evaluations

Playing Evaluations will be given 6 times this semester. The tunes will be played from memory. Evaluations 1 through 5 will be self evaluated by you and me. Evaluations 1 through 6 will be graded by me only. The process of posting the videos on Blackboard would not be finished in time to have the last one posted for you to view before the end of the semester. Grades are based on the following: time feel, swing ("jazz feel"), accuracy of notes, pitch, use of syncopation, rhythmic embellishment, use of appropriate harmony, use of altered harmony, use of chord substitutions, clarity of form, clarity of phrases, repetition - rhythmic and harmonic development of ideas, and use of concepts discussed in class. If you are playing at a very high level (i.e. "Burning"), you will get an A. Turning the beat around or losing the form will be a C or less. Watching and listening to our selves on recordings is one of the best things one can do to find out what we really sound like. Playing evaluations 1 through 5 will be available for review online. They will be posted within 7 days after each evaluation and will be available for viewing. You will be asked online to write a one-paragraph self-evaluation. After you write an evaluation, give yourself a numeric grade at the top of the page (0 through 100). After you save, copy the text (with the grade at the top of the page) onto a document, print it, and turn it in to me. Each online self-evaluation must be completed before the next class playing evaluation occurs and a hard copy should be turned in to me.

I hand-write an evaluation for each student for all six tunes. Some comments will be written during your performance and more will be made as I review the recording later. These comments take some time to make, but will offer some honest feedback, so expect them to be returned within 10 days after each evaluation.

Playing evaluations 1 through 5 will be available for review online. You will be asked to write a one-paragraph self-evaluation and give yourself a numeric grade. Failure to review your performances online before the next playing evaluation occurs will result in a reduction of your grade on each late evaluation by 10 points.

Criteria for Grading: The final grade will be determined in the following manner: You may ask to see grades anytime.

Melody and Arpeggios-Pass/Fail less than 6 = Automatic "C"

Playing Evaluations 1-5 50% If recording not reviewed, minus 10 points on each assignment

Playing Evaluation 6 20%

Scale Exams and Assignments 20%

Transcription 10%

Total 100%

Schedule (subject to change)

Week #1 Orientation

Week #2 The Way You Look Tonight, M/A

Week #3 Way You Look, Trans. (1 Chorus) Scale Test #1 (Whole Tone)

Week #4 Playing Evaluation #1 – Way You Look Wee Dot M + 5 Backgrounds

Week #5 Wee Dot , Trans. (3 Chorus) Scale Test #2 (Super Locrian)

Week #6 Playing Evaluation #2 - Wee Dot Up Jumped Spring, M/A

Week #7 Up Jumped Spring, Trans. (1 Chorus) Scale Test #3 (5th mode Harmonic Minor)

Week #8 Playing Evaluation #3 - Up Jumped Tones for Joan's Bones M/A

Week #9 Tones for Joan's Bones Trans. (1 Chorus) Scale Test #4 (1/2 whole Diminished)

Week #10 Playing Evaluation #4 - Tones for Joan's Dolphin Dance, M/A record scat solo for transcription

Week #11 Dolphin Dance CD Trans (1 chorus) Vocal Scat solo Trans (1 chorus)

Week #12 Playing Evaluation #5 - Dolphin Memorized Transcription

Week #13 Ballad, MA Thanksgiving Vacation

Week #14 Ballad, Trans. (One Chorus) PE #6

Week #15 PE #6 PE #6 if needed/Jam Session

## Jazz Improvisation Tune List

To be utilized after Improvisation IV

Cherokee  
Inner Urge  
Just In Time  
Easy To Love  
How Deep Is The Ocean  
Joshua  
Recordame  
UMMG (Upper Manhattan Medical Group)  
Yes and No  
Moment's Notice  
Isfahan  
Soul Eyes  
I Fall In Love Too Easily  
Falling Grace  
Epistrophy  
Alone Together  
Jordu  
Ceora  
The Song Is You  
Airegin

Improvisor check-list:

Tone/personality

Melody/form

Harmonic depth/"tweaking"  
Intervalic devices within the melody  
Rhythmic devices within the melody  
Articulation/phrasing/dynamics  
Time feel  
Interaction with rhythm section  
Space  
Motivic development  
Rhythmic development/variety/sub-divisions  
Repetition of ideas  
Pacing throughout the solo (how many choruses should I take?, should I take another chorus?, did I reach my goal?, etc.)  
Intuition  
Quotes  
Surprises  
Taking chances  
Grading:  
• Final Playing Evaluation A= 25%, B=20%, C=15%, D=10%, F=0%  
• Weekly Attendance/Preparation 0-5% for each class meeting (15x5%=75%)  
• Final Grade: A=100-90%, B=89-80%, C=79-70%, D=69-60%, F=59% or below  
(“B” or above is necessary in order to successfully pass this class. The class needs to be re-taken in case of a “C”)

Week 1: Lecture on tune preparation  
Week 2: Lecture on harmony, rhythm, and leading tone melody  
Week 3: Tune #1  
Week 4: Tune #2  
Week 5: Tune #3  
Week 6: Tune #4  
Week 7: Tune #5  
Week 8: Tune #6  
Week 9: Tune #7  
Week 10: Tune #8  
Week 11: Revisit selected tunes  
Week 12: Revisit selected tunes  
Week 13: Revisit selected tunes  
Week 14: Group Performances  
Week 15: Group performances