



Jazz Links Jazz Master Residency/Professional Development Program Program Descriptions 2017-18

Jazz Lives! *(It is preferable to schedule this session prior to the beginning of the eight week Residency.) For new Residency Schools Only:*

A Jazz Institute Education Associate will lead a classroom discussion and presentation about the characteristics of jazz and its influence on the popular music of today. Students will share their perceptions of jazz music and will be encouraged to look at this creative and relevant art form in a new way after listening to audio and video examples. This 30-minute presentation will be an informal musical exploration intended to get students excited about their eight-week jazz residency. It is preferable to schedule this session prior to the beginning of the eight week Residency.

Residency Programs Available in eight (8) sessions - (Select ONE on Application Form)

Jazz Band Intensive (Recommended for junior high and high school jazz band or concert band classes)

(Instructor: Ari Brown or Greg Ward)

The Jazz Band Intensive provides Junior High and High School musicians an invigorating opportunity to experience new jazz compositions and new ways of exploring improvisation in a large ensemble setting. Students will be provided with the tools for improvising, be exposed to different styles of jazz through listening and rehearsing, and develop knowledge in music theory. Lessons will be addressed to meet their level of experience and expertise. Teachers and their students will learn how to approach improvisation through learning and utilizing scales according to their abilities including: major and minor scales, pentatonic, dominant seventh, diminished, whole tone and chromatic scales. They will also be introduced to the concepts of chord relationships and neighboring tones. The instructor will work to help the students develop their understanding of the jazz art form appropriate to their level, and work with the teacher on how to best work with students on improvisation and jazz performance styles throughout the year. Written examples will be provided.

Beyond 5 Lines and 4 Spaces (recommended for grades 7 to 12)

(Instructor: Mwata Bowden)

This program will explore traditional practices of collective improvisation and how it has evolved into our modern concepts of collective improvisation used as a compositional content. In this residency, students will listen to and practice collective improvisational ideas from its African roots. These will include the New Orleans style, the swing band style of Fletcher Henderson in the 1930s, Sun Ra in the 1960s, Charles Mingus of the 1970s, and the present day collective Association for the Advancement of Creative Music's (AACM) Great Black Music Ensemble. Students will be able to see how our musical language has continued to evolve in the last 100 years beyond our 5 lines and 4 spaces into a new graphic language. Teachers will learn how to utilize concepts of collective improvisation in their instructional methods.

The Jazz Voice (Recommended for high school vocal music classes)

(Instructor: Katie Ernst)

The class will be exposed to all different forms of jazz from traditional to non-traditional styles. The Residency will emphasize improvising (ad libs, scat singing) and creating new arrangements. The Residency will engage students in vocal exercises which encourage creativity and imagination. Students will be provided illustrations of techniques such as inflection, dynamics, vibrato, tone and color and how they are used in jazz vocals. Students will learn songs with special phrasing, providing exposure to and practice in vocal jazz technique. Students will learn about classic jazz vocalists, Abbey Lincoln, Ella Fitzgerald, Sarah Vaughan and others. Teachers and their students will learn exercises in rhythmic elements like time/feel, articulation and use of rhythms will be provided to assist with developing listening, as well as performing and speaking skills.

Jazz for Strings (Recommended for high school string programs)

(Instructor: Renee Baker)

A new type of experience for string players where they will study contemporary music and learn to play at least two (2) jazz standards. Students should have a level of proficiency on the instrument, i.e., ability to tune their own instrument and ability to play some scales. Developing skills on their instrument as well as honing rhythmic skills in a noncompetitive environment is a key objective, resulting in performance with a rhythm section. Composers focused on range from Bach to Miles Davis. Teachers will learn how to incorporate jazz elements and techniques into their instructional methods.



Jazz Links Jazz Masters Residency/Professional Staff Development Program 2017-18 Residency Program Descriptions (continued):

Swinging, Grooving and Beyond: Improving Musicians' Time and Rhythm

(Recommended for elementary and high school instrumental music classes)

(Instructor: Ernie Adams)

This residency is designed to help young musicians form a solid rhythmic foundation in order to play strong, solid time and relatively complex rhythms and polyrhythm to better express their musical ideas. These classes will also strengthen the musicians' understanding of and ability to play various jazz, African, Afro-Cuban and Brazilian rhythms, and assist teachers in working with developing student rhythm sections. Good time and rhythm is aided by teaching rhythmic coordination, which involves the use of the body to work on building an internal clock. Good time and rhythm are only part of the benefit of rhythmic coordination. With the development of good time and rhythm throughout the body, comes better overall coordination that pervades our everyday physical movement, which can last a lifetime.

Creative Music/Graphic Notation (Recommended for elementary or high school instrumental music classes. General music classrooms can be accommodated)

(Instructor: Renee Baker or Mwata Bowden)

In a regular music education setting, students learn to play and absorb music through conventional notation. Often this leaves students behind who do not grasp the written notation concepts easily. In graphic notation, there are no rights or wrongs, but students are guided towards genuine self-expression through art, use of mathematics, listening exercises, visualizations, all resulting in music through composed pieces written entirely through the method of graphic notation. Suitable for all proficiency levels within classroom structure. Teachers will learn how to use elements of creative music and graphic notation in their classrooms.

Latin Jazz (Joplin, Puente, Gillespie, and Beyond: The Evolution of Latin Jazz)

(Recommended for elementary or high school instrumental music classes.

General music classrooms can be accommodated)

(Instructor: Ruben Alvarez)

The residency is designed as an introduction to the evolution of essential Afro-Cuban musical styles, rhythms, and instruments that are the foundation of music marketed as Latin jazz. Topics to be covered are: The history and African roots of Latin American music, and the evolution of Latin Jazz in the Americas. Students and Teachers will receive instruction in basic performance techniques of Afro Cuban percussion and featured "Latin Jazz standards" written in these essential musical styles. This residency is recommended for grades 5 thru 8 and high school instrumental ensembles.

Jazz Links Jazz Masters Residency/Professional Staff Development Program

The Program incorporates the following eight National Standards into its approach:

- 1) Singing, alone with others, a varied repertoire of music
- 2) Performing on instruments, alone and with others, a varied repertoire of music
- 3) Improvising melodies, variations, and accomplishments
- 4) Reading and notating music
- 5) Listening to, analyzing, and describing music
- 6) Evaluating music and music performances
- 7) Understanding relationships between music, the other arts, & disciplines outside the arts
- 8) Understanding music in relation to history and culture



The Program focuses on the CPS Framework for Teaching Domain 3: Instruction:

Domain 3 contains the components that are essential to the heart of teaching - the actual engagement of students in learning as they develop complex understanding and participate in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives.

Application Review Criteria

All applications will be reviewed and scored based on the following criteria:

- Quality of the application (Application is complete/all questions and requirements addressed concisely, information and details provided)
- Program Benefit (Benefit to the school, its students, and music staff is clearly articulated)
- Clearly outlined goals
- Applicant has an established music or jazz program

Jazz Links Jazz Masters Residency/Professional Staff Development Program Requirements

- Application must be completed in its entirety
- Application must be signed by the school's Principal and the Music Instructor
- Schools should have a designated Music Instructor as facilitator for the Residency Program
- The Jazz Institute of Chicago must be notified of any program and/or schedule changes that are different from those submitted in the original application or confirmed with the Residency Artist.
- All Music Instructors of awarded schools will be required to attend a Mandatory Professional Staff Development Workshop and Overview meeting with the Jazz Master assigned to their school. The tentative selected date for this session will be a Saturday in January or February 2018. (*Date TBD*) CPU's will be provided. *
- All awarded schools will be required to complete and submit photo and video release forms for all eligible classrooms to allow documentation of the Residency. This documentation is to be used solely for capturing the Residency Program for funding purposes. A copy of the documentation will be made available to the school per request.

**Please note attendance to the Professional Staff Development Workshop and Overview Meeting is a mandatory requirement of the Residency Program, as it is a vital component of the Program's overall success. The Music Instructor of the selected school must attend the Professional Staff Development session and understands failure to do so can result in a breach of this agreement. Instructors will receive 8 CPU's for their participation.*