



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
MUS151	Jazz Improvisation I	2
Hours: Lecture/Lab/Other 1 lecture/2 lab	Co- or Pre-requisite Pre-requisite: The ability to play an instrument and to read musical notation.	Implementation Semester & Year Spring 2022

Catalog description:

An introductory level course emphasizing the use of the Mixolydian mode and the blues scale as applied to the dominant 7th family of chords. The student will explore the twelve-bar blues and related forms as vehicles for improvisation with an emphasis on swing and funk rhythms.

General Education Category:
Not GenEd

Course coordinator:
Scott Hornick, 609-570-3716, hornicks@mccc.edu

Required texts & Other materials:

- Staff Notebook

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Demonstrate an understanding of the Mixolydian mode on the roots of C, F, G, B, E, and D. [Supports ILG #2,6,10,11; PLOs #1,2,3,4,7,8,9]
2. Develop an understanding of how to "run" the chords of C7, F7, G7, B7, E7, and D7 using arpeggios of the 7th, 9th, and 13th. [Supports ILGs #2,6,10,11; PLOs #1,2,3,8,9]
3. Demonstrate the minor pentatonic blues scale in the keys of C, F, G, and B. [Supports ILGs #2,6,10,11; PLOs #2,3,4,5,8,9]
4. Demonstrate mastery of the 12-bar blues form in each of the aforementioned keys and demonstrate the ability to improvise within the form using the Mixolydian mode in a strict scale to chord relationship, as well as the technique of "harmonic generalization" using the blues scale. [Supports ILGs #2,6,10,11; PLOs #2,3,4,5,8,9]
5. Demonstrate mastery of a repertoire of melodic constructs ("licks") that make use of all of the scales and arpeggios described above (to ensure correct idiomatic usage of the jazz-blues language). [Supports ILGs #6,10,11; PLO #2,3,4,5,8,9]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Music AS Program(PLO)

1. Demonstrate a professional level of fluency in both the reading and writing of musical notation.
2. Demonstrate a working knowledge of the theoretical principles that underlie all the primary genres of music of Western culture, including scale and chord construction; the tonal system of keys and chord relationships; harmonic analysis; figured bass; the principles and procedures of four-part writing; and modulation.
3. Analyze excerpts of musical compositions, working from a printed score, on the levels of harmony, rhythm, melodic contour, phrase structure, and large-scale formal structure.
4. Notate short melodic fragments of two to four measures in length upon hearing them performed.
5. Sing at sight melodies of intermediate difficulty in both major and minor keys.

8. Cultivate and demonstrate a level of proficiency on a chosen primary instrument (or voice) suitable for transfer to a baccalaureate music program.

9. Apply his/her instrumental or vocal skill in the context of ensemble performance.

Units of study in detail – Unit Student Learning Outcomes:

Unit I [Mixolydian Mode] [Supports Course SLOs #1,2,3,4]

Learning Objectives

The student will be able to:

- Differentiate between different approaches to improvisation and stylistic differences.
- Develop an understanding how to apply the Mixolydian mode to C, F, and G.
- Demonstrate their knowledge by learning the arpeggios of C13, F9, F13, G9, and G13.

Unit II [12 Bar Blues Form] [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Explain how the 12-bar blues form is structured.
- Prepare a performance of the mixolydian mode over the 12-bar blues.

Unit III [Standard Licks of the Blues] [Supports Course SLOs #1,2,3,4,5]

Learning Objectives

The student will be able to:

- Identify and perform various blues 'licks' utilizing the mixolydian scale.

- Develop an understanding of the minor blues pentatonic scale and its use.
- Use the skills they have learned to perform a solo over assigned blues songs.

Unit IV [Repertoire] [Supports Course SLOs #1,2,3,4]

Learning Objectives

The student will be able to:

- Develop their vocabulary of the mixolydian scale and blues scale over different blues songs.
- Identify multiple approaches to improvising.
- Demonstrate their expanded vocabulary by performing solos over songs in real time settings.
- Organize a repertoire of songs to utilize the mixolydian scale, blues scale, and the licks learned throughout the semester.

Evaluation of student learning: [Evaluates SLOs # 1,2,3,4,5]

Evaluation Tools	% of Grade
Assigned home practicing	15%
Rehearsal Evaluations	15%
Oral quizzes on form, performance issues	15%
Attendance	10%
Transcriptions	20%
Final Project	25%
Total	100%