

Applied Jazz Piano Syllabus

MVJ 1010-0001

Spring 2021

*Music Department, UCF School of Performing Arts
College of Arts and Humanities.
2 credit hours*

Prerequisite: Consent of Instructor

Instructor:	Per Danielsson
Location:	PAC M107
Meeting Times:	TBA
Phone:	(407) 823-0064
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E-Mail:	perdanielsson@ucf.edu
Office:	PAC-M107
Office Hours:	TBA

Description: Intensive advanced performance study of the jazz piano, for performance majors.

Objectives:

- Strengthen piano skills that are required to perform in the jazz idiom.
- Develop a solid technique in order to execute the foundation of jazz piano performance
- Improvement of fundamental piano skills such as sight-reading, sight-harmonization, rhythmic interpretation and improvisation.
- Develop an understanding of fundamental jazz piano voicings.
- Apply concepts from lessons into the jazz chamber group performance.

General requirements:

- Students are required to report to all classes.
- Students are expected to complete all course work assigned by the instructor.
- Studio class attendance is required and preparation should be made for those classes if asked.
- Each student in the piano studio is required to audition and be enrolled in a major jazz ensemble at UCF.
- Student is expected to attend all scheduled Jam Sessions.
- Student is expected to attend all scheduled UCF concert events.

Student Learning Outcome:

Study and mastering of different jazz piano concepts such as:

- Solo piano
- Piano within the trio
- Comping within the jazz rhythm section
- Improvisation techniques
- Basic jazz piano voicings
- Gain knowledge of different styles
- Develop a jazz repertoire

In preparation for the compulsory and jury exam, the student is expected to master the following compositions and scale studies:

	COMPOSITION	NOTES
1	<i>Sippin' at Bells</i>	Blues with triton and chromatic substitutions.
2	<i>Oleo</i>	Rhythmic displacement of a theme. Further study of "I've Got Rhythm" chord sequence.
3	<i>Yardbird Suite</i>	ii V I as a minor third sub. Bridge navigates through minor chords as i and ii chords.
4	<i>Half Nelson</i>	Deceptive cadence. Introduction to destabilization of harmony (the turnaround).

	SCALE	PATTERN	TEMPO/notes
1	THE 7 TH SCALE	LINEAR, descending From all chord tones (rt, 3 rd , 5 th , lowered 7 th).	Sax, pno, guit. quarter note = 130 Tpt quarter note = Bone quarter note = Bass quarter note = 86 drums quarter note =
2	JAZZ MELODIC MINOR SCALES	3rds. PATTERNS 1-4 & linear, full range	Sax, pno, guit. quarter note = 150 Tpt quarter note = Bone quarter note = Bass quarter note = 86 drums quarter note =
3	MAJOR SCALES (eighth notes)	3rds. PATTERNS 1-4 & linear, full range	Sax, pno, guit. quarter note = 175 Tpt quarter note = Bone quarter note = Bass quarter note = 86 drums quarter note =

Ear-training:

SEMESTER	CHORDS	CHORD PROGRESSIONS
FRESHMAN FALL	all chords from the fall plus dominant 7, diminished 7	<ul style="list-style-type: none"> • ii7 V7 i • ii7b5, V7 i all cumulative chord prog.

Attendance:

Attendance is required. Unless you have an excused absence such as illness documented by a doctor's note, religious observances and deployed active duty military service, no make-up tests or extra credit are allowed.

Class Room Procedures:

Review the *Office of Student Conduct* website. <http://osc.sdes.ucf.edu/>

Grading:

The instructor will grade each lesson based on preparation of homework and attendance. It's the responsibility of the student to schedule potential make-up lesson. This is based on the instructor's availability.

Studio class attendance is mandatory and part of the lesson grade. One absence is allowed without penalty.

Each lesson is worth 100 points.

Excellent preparation

90-100pts

All the assignments are completed and performed at the highest level possible.

Good Preparation

80-89 pts

Assignments has been completed. Performance less than perfect.

Fair preparation

70-79 pts

Partially completed assignments and less than perfect performance.

Unprepared lesson

60-69 pts

Obvious lack of preparation and practicing.

Tardy and unprepared

50-59 pts

Partially missed lesson and unprepared

Missed lesson without notice

0 pts

Please notify Professor Danielsson in advance if lesson needs to be re-scheduled.

Assessment	Percent of Final Grade
Weekly Lesson Preparation including Master Class attendance	70%
Jazz Jury and Compulsory Exam	15%
Jazz Jam	10%
Attendance at UCF Jazz Concerts	5%
TOTAL	100%

GRADING SCALE (%)	
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	F

Grade dissemination:

To comply with the [Family Educational Rights and Privacy Act \(FERPA\)](#), grades must not be released to third parties, which includes posting grades by name, SSN, or UCFID.

Grades will be documented in Webcourses.

Auditions:

Jazz Studies Majors and students interested in playing in ensembles are required to audition each semester. The audition will consist of a piece selected by the student, preferable something that has been worked on in lessons or studio class. Be prepared to play anything asked by a faculty member such as scales, modes, sight-reading and tunes.

See Jazz Studies Handbook for detailed audition information.

Jury Preparation:

Be prepared to perform anything that has been worked on in lessons during the semester.

Prepare the assigned jury compositions, scale patterns and ear-training requirement that are published in the Jazz Studies Handbook (also in this syllabus).

Practicing:

To be prepared for lessons, ensembles and be able to progress musically, four hours of practice per day is suggested. Remember that the assigned lesson material should be considered as a minimum workload.

Important:

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes.

Failure to do so will result in a delay in the disbursement of your financial aid.

Please write a paragraph stating that you have read the syllabus and are aware of the grading criteria and class schedule.

Submit this assignment via Webcourses no later than Friday, January 15, 2021.

Course Schedule

(Subject to change)

- | | |
|----------------|--|
| Week 1
1/11 | Introduction and planning session
Start rep. tune #1 in three keys
Create exercises based on the 4 rep tunes |
| Week 2
1/18 | Start ballad #1 - harmonization
Major and minor scales, pattern 1&2 in two keys
Scale studies in 4 keys
Continue work on rep. tune #1 |
| Week 3
1/25 | Rep. tune #2 in three keys
Major and minor scales, pattern 1&2 in two keys
Continue ballad #1 - harmonization
Scale studies in 4 keys |
| Week 4
2/1 | Rep. tune # 3 in three keys
Major and minor scales, pattern 1&2 in two keys
Scale studies in 4 keys
Start ballad harmonization – tune #2 |
| Week 5
2/8 | Rep. tune # 4 in three keys
Scale studies in 4 keys
Bebop major scales in four keys
Continue ballad #2 - harmonization |
| Week 6
2/15 | Rep. tune #1 play melody unison with both hands
Transcription #1
Scale studies in 4 keys
Start jazz standard #1 |
| Week 7
2/22 | Rep. tune #2 play melody unison with both hands
Transcription #1 in tempo
Scale studies in 4 keys |
| Week 8
3/1 | Solo piano concepts
Continue work on scales and pattern with increased speed
Rep. tune #3 play melody unison with both hands
Start jazz standard #2 |
| Week 9
3/8 | Continue solo piano concepts
Ballad #3
Continue work on scales and pattern with increased speed
Rep. tune #4 play melody unison with both hands |

Week 10 3/15	Continue work on scales and pattern with increased speed Start jazz standard #3.
Week 11 3/22	Continue in depth-work on jazz standard #1 Continue work on scales and pattern with increased speed Review rep. tunes
Week 12 3/29	Transcription #2 Start jazz standard #4
Week 13 4/5	Continue in depth-work on jazz standard #2 Continue work on scales and pattern with increased speed Review rep. tunes
Week 14 4/12	Review – All scales, patterns and tunes Review jazz standards and ballads
Week 15 4/19	Review – All scales, patterns and tunes Review jazz standards and ballads

Course schedule and dates are subject to change.

Spring 2021 Jazz Ensembles Concert Schedule

Tuesday 1/26	Jazz studies session (virtual) 12-1:30
Wednesday 1/27	FHBB (courtyard) 4-5:30
Tuesday February 2	Danielsson and Drexler Workshops (courtyard) 12-1:30
Wednesday 2/10	Jazz Ensemble II Concert (courtyard) 2:30-3:20
Tuesday 2/16	Jazz studies session (virtual) 12-1:30
Tuesday February 23	Drexler and Koelble Chamber Groups (courtyard) 12-1:30
Fri/Sat February 26-27	UCF ORLANDO JAZZ FESTIVAL TBA
Tuesday March 9	Danielsson and Drexler Chamber Groups (courtyard) 12-1:30
Wednesday March 10	FHBB Courtyard 4-5
Tuesday 3/16	Jazz studies session (virtual) 12-1:30
Wednesday March 17	Jazz Ensemble II (Courtyard) 2:30-3:20
Tuesday March 23	Danielsson and Koelble Chamber Groups (courtyard) 12-1:30
Tuesday 3/20	Jazz studies session (virtual) 12-1:30
Friday 4/9	FHBB DPAC
Wed/Thu April 28-29	Jazz comps and juries. <i>Closed to the Public</i>

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://www.academicintegrity.org/icai/assets/FVProject.pdf>

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>. For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization.

Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

Religious Observances

Students must notify the instructor during the first week of classes if they intend to miss class for a religious observance.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.