I. Course Description and Outcomes:
   Students will be able to:
   1. Memorize and perform chord-scales and arpeggios commonly used in jazz improvisation, including: common modes of major, melodic minor, harmonic minor, diminished, major and minor pentatonic, and major and minor blues
   2. Be able to improvise on various common chord progressions, including blues, rhythm changes and a few standards, while incorporate simple and advanced voice-leading techniques and chord-scale applications
   3. Understand and incorporate non-harmonic tones into their improvisations
   4. Develop the ear and vocabulary through solo transcription
   5. Develop a firm grasp on elements of jazz style, especially swing rhythms and articulation

II. Course Requirements
   Attendance:
   As lessons are a one on one learning situation and grading is performance based, regular attendance is crucial. Excused absences will be granted in the case of severe illness and emergency, but must be made up. Missed lessons due to illness must be accompanied by a doctor’s excuse. Scheduling of makeup lessons is the responsibility of the student. Unexcused absences will not be made up and the student will receive a failing grade for the missed lesson. Please arrive promptly so we may have the maximum possible time together.

III. Philosophy
   My hope is that you all will leave Westminster with not only a better understanding of the saxophone and music performance, but you will also be able to clearly communicate your ideas to your future students. The long-term goal is to give you the tools you need to teach yourself and make informed artistic decisions. As music is an aural art form, a major emphasis will be placed on developing the ear towards the finer points of timbre, articulation, and phrasing and how everything comes together to make in emotionally impactful performance. This will be achieved through a great deal of critical listening in the lesson.

IV. Required Materials
   • Notebook or binder and manuscript paper
   • Either Blues in all Keys, Aebersold Play along with cd or IRealbook, an app than can be found for IOS and Android devices.
   • Real Book volume one for your appropriate instrument
   • Additional materials directed toward the individual student as directed
V. **Academic Integrity** – This policy is readily available in the First year guide (pg. 159) as well as the Student Handbook (pg. 22) and on the Westminster College web-site [http://www.westminster.edu/student/student_handbook.cfm](http://www.westminster.edu/student/student_handbook.cfm). Please become acquainted with this policy.

VI. **Students with Disabilities** - Westminster College is committed to providing services and support for students with physical, psychological, visual, hearing or learning disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. All students who seek accommodations for diagnosed disabilities should contact the director of the Office of Disability Resources for further information.

VII. **Grading:**

- **40%** - Two notated transcriptions, grade will be averaged between first completion and final revision
- **30%** - performance of basic chords and scales, goals set weekly
- **30%** - Quality of preparation as discussed below

You will find the most musical success and gratification if you plan at least one hour of daily practice into your schedule. The student’s ability to achieve these goals as demonstrated through performance and consistent work ethic will form the basis of the weekly grade. The quality of preparation will be determined as follows:

- **A** Lessons are well prepared with good practice habits evident which demonstrate careful attention to new concepts. If you practice less than the required you can’t receive an A.
- **B** Interested and eager to improve, but not learning the concepts. Practice habits need work and habitual mistakes are regularly marring performances.
- **C** Not prepared for lessons and not showing consistent growth. This grade shows that I have real concerns about your progress.
- **D** Often not prepared and lessons are missed.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>93 – 100</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>84 – 89</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>73 – 89</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>64 – 69</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>59 and below</td>
</tr>
</tbody>
</table>

**90 – 92 = A-**

**80 – 83 = B-**

**70 – 73 = C-**

**60 – 63 = D-**

**59 and below = F**

VIII. **Important Dates**

- Week of 3/2 - First transcription is due in either Finale or Sibelius format
- Week of 4/27 - Second Transcription is due in either Finale or sibelius format