COURSE GOALS AND OBJECTIVES:
Students will rehearse and perform works toward gaining an overall knowledge of large ensemble performance and repertoire. Various music from the 21st century including Earth Wind and Fire, Tower of Power, Chicago, others as well as new music from current pop artists. Intense study of this music will be used to develop effective and efficient rehearsal/performance experiences. A real-world effective approach towards appropriate stylistic interpretation, sight-reading skills, and performance etiquette, will be encouraged daily.

LEARNING GOALS
Zebra’s

1. Critical thinking
   Students will demonstrate the advanced application and transfer of music cognition in the areas of daily rehearsal, performance and listening while integrating this content into a role the students might be able to reflect upon in his/her daily life.

2. Logical reasoning
   Students will demonstrate the application and transfer of advanced information concerning difficult performance repertoire relative to the level of the band while playing musically at all times.

3. Students develop skills in communicating clearly
   The student demonstrates the verbal and written communication skills necessary to effectively articulate their work while working with others within sectionals and section responsibilities.

4. Students develop their leadership and service potentials
   Students will demonstrate the knowledge and skills sufficient to work as a musically literate citizen in the role of a leader and/or in collaboration with others of all diverse cultures. Students will demonstrate the skills and desire to foster the growth of the arts with a special emphasis in the large jazz ensemble experience.
5. Students become independent, lifelong learners
Students will also demonstrate advanced skills in independent professional growth.

6. Students develop a sense of values that guide personal decision making
   Students might demonstrate a sense of value in daily rehearsals and performances that
demonstrate devotion and philosophy within the jazz education/performance arena.

7. Students develop intercultural competencies and the ability to work in diverse groups
   Jazz and its evolution/birth out of diverse communities such as New Orleans, Chicago, and New
   York, create a palette where someone of diverse thinking and empathy can understand and
   model for all students of all ages.

STUDENT ASSESSMENT:

   GRADES:
   The grading scale is: A = 89.5-100; B = 79.5-89.4; C = 69.5-79.4; D = 59.5-69.4; F = 59.4 and below

COURSE MATERIALS:
   Music to be provided for each concert.

EXPECTATIONS:
   Saxophones are expected to have the appropriate doubles for your particular chair (e.g. alto’s and
   tenor’s will need flutes and clarinets, baritone will have flute, clarinet and bass clarinet via
department)
   Trombones are required to have a cup, straight, plunger and bucket mutes.
   Trumpets are required to have Flugelhorns and all mutes including straight, cup, harmon, pixie and
   plunger
   Rhythm section: Bass acoustic and electric, Drums provided, Piano acoustic and electric provided.
   Vocalists: Have your own microphone and be prepared to work as a small group on specific vocal
   solos and backgrounds.

POLICIES:

   ATTENDANCE POLICY:
   Attendance is required at all class meetings. In case of illness, it is your responsibility to notify the
   instructor in advance and find an appropriate sub for your chair. You are expected to see that
   your sub has all music and doubles. Any four absences will result in the reduction of one letter
   grade. The instructor reserves the right to make adjustments to personnel as well as the following
   percentages and assignments. Any changes will be made clear in class.

   Daily rehearsals  35%
   Performances 35%
   Progress 30%
PERFORMANCE DATES:

ZEBRAS

- Tuesday Night September 21 ZEBRAS Syndicate
- Friday afternoon October 1 at NOON Syndicate
- Tuesday Night November 9 ZEBRAS Syndicate

OFFICE HOURS: For assistance outside of regular class time, I recommend you contact me via email listing your name, phone number, the topic of discussion, and available hours over a period of several days. I will respond with a time that we can meet or visit my office to make an appointment.

EMAIL: Email is a very efficient means for communicating information to all of you at once. Please be sure your email address is up to date with the instructor.

COVID-19 impact on attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent as to what may be preventing you from coming to class so I may make a decision about accommodating your request to be excused from class. If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptomtesting/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Academic Integrity: http:// facultysuccess.unt.edu/ academic-integrity

Student Behavior: https://deanofstudents.unt.edu/conduct

Access to Information – Eagle Connect: http://it.unt.edu/eagleconnect

ODA Statement: http://disability.unt.edu/
Final Exam Schedule: https://registrar.unt.edu/exams/final-exam-schedule/fall


Retention of Student Records: http://ferpa.unt.edu/

Counseling and Testing: http://studentaffairs.unt.edu/counseling-and-testing-services

Responding to Students in Distress: UNT CARE Team: http://studentaffairs.unt.edu/care