

Instructionally Related Activities Report Form

SPONSOR: STEVEN MARSH

PROGRAM/DEPARTMENT: PERFORMING ARTS: MUSIC

ACTIVITY TITLE: Jazz Quartet Performance/Demonstration

DATE (S) OF ACTIVITY: Feb. 24, 2016

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

This activity featured a trio of professional jazz musicians (guitar, bass, drums) performing on campus, joined by Professor Steven Marsh on saxophones and flute. This quartet performed a selection of jazz compositions from the 1930's into the 1960's. We demonstrated a variety of jazz styles that the students are learning about in my class. Our guest musicians spoke a bit about their careers in the music business, and gave demonstrations of the functions of their instruments in a jazz band setting.

We had students attending this event from my both sections of the "Jazz in America" class, along with other CI students and several CI staff and faculty members.

Our students were also able to ask questions of our guest artists.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

Both sections of my PAMU 330 "Jazz in America" classes have been learning about the various jazz music style eras through their textbook, my lectures, and from recordings and You-Tube videos. This LIVE musical demonstration brought all those sounds and concepts home to the students via an up-close and personal experience. We performed several compositions and composers that are being studied in class. From the student feedback (see below) it appears that the students really appreciated getting to see this music performed in front of them by professional musicians.

My students were required to write a reflection/observational paper about this event, which directly addresses one of this course's Learning Objectives.

Each song was introduced with a brief description of its musical form and style, to give our students a further insight into the structure and form of the music. That also relates to our course objectives.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

The strengths of this activity included having some of Southern California's best jazz musicians visit our campus to share their musical skills with our students. This was an incredible opportunity for our students to see and hear some of the best musicians in the Los Angeles area performing some of the same songs that the students are studying in our course.

Another strength of this activity was the individual demonstrations of the musical instruments. And the students always enjoy having a chance to learn a bit about each artist's background and experiences in the performing arts business.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

The only weakness that I see is that Malibu #100 is not an ideal acoustical setting for a concert. Since this section of my class has been assigned to Del Norte Hall, MAL-100 was the only available room we could obtain. But by deciding to set up the band on the floor, and by keeping the band's volume down, we succeeded in taming this notoriously difficult room.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

Building a brand new Performing Arts Center on campus to host these wonderful concerts would be very nice!

(6) WHAT DID YOU LEARN FROM THE PROCESS?

I learned that our students really enjoyed and benefited from this excellent demonstration of jazz music. This event greatly enhanced their understanding of this great multicultural musical tradition. I also learned that we can tame the bad acoustics of MAL-100 by keeping the volume as low as possible.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

See the Qualtrics report that is attached to the end of this report, which contains feedback/evaluations from just **some** of the attendees. Please be aware that it is impossible to obtain feedback from the attendees who are not in my class, so these responses are an incomplete representation of the total number of attendees.

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

From IRA proposal #759, Accounting string: TK910 - 821 – 90703, we paid the following artists these amounts:

Hans Ottsen: \$300

Sinclair Lott: \$300

Larry Steen: \$300

Total Expense for this activity: \$900

**B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST
(PERSONALLY IDENTIFIABLE INFO REMOVED)**

On the student feedback questionnaire/survey below, you will see a list of the student majors and grade levels of **some** of the attendees in my class. Again, this only represents a **partial listing** of the attendees at this event. There were also a number of people who attended this event (from other classes, faculty, staff, community members) who are not enrolled in my class, and I do not have a method of obtaining feedback/survey info from those people.

**C. PLEASE INCLUDE UP TO 6 IMAGES AS ATTACHMENTS TO YOUR
SUBMISSION**





California State
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INSTRUCTIONALLY RELATED ACTIVITIES

C H A N N E L





California State
Univer

INSTRUCTIONALLY RELATED ACTIVITIES

C H A N N E L



3. How did your hear about this activity?

| # | Answer | Bar | Response | % |
|---|---|-------------|----------|-----|
| 1 | Instructor | <div></div> | 29 | 97% |
| 2 | Word of mouth | | 0 | 0% |
| 3 | Facebook announcement or posting | | 0 | 0% |
| 4 | csuci.edu website | <div></div> | 1 | 3% |
| 5 | Flyer/ Poster | | 0 | 0% |
| 6 | CI newsletter or publication- if so, which one? | | 0 | 0% |
| 7 | Campus Quad app | | 0 | 0% |
| | Total | | 30 | |

CI newsletter or publication- if so, which one?

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 4 |
| Mean | 1.10 |
| Variance | 0.30 |
| Standard Deviation | 0.55 |
| Total Responses | 30 |

4. Rate your overall satisfaction with this activity- 1 being lowest, and 5 being the highest score.

| # | Answer | Bar | Response | % |
|---|--------|-------------|----------|-----|
| 1 | 1 | | 0 | 0% |
| 2 | 2 | | 0 | 0% |
| 3 | 3 | | 0 | 0% |
| 4 | 4 | <div></div> | 9 | 30% |
| 5 | 5 | <div></div> | 21 | 70% |
| | Total | | 30 | |

| Statistic | Value |
|--------------------|-------|
| Min Value | 4 |
| Max Value | 5 |
| Mean | 4.70 |
| Variance | 0.22 |
| Standard Deviation | 0.47 |
| Total Responses | 30 |

5. What do you consider the positives/ strengths of this activity?

| Text Response | |
|---|--|
| Provided valuable opportunity to listen to jazz live | |
| It is easier to differentiate between improvised music and written music during a live performance than in a recording; improvised music is central to jazz and seeing someone create it on the spot is much more impressive than simply hearing a recording where you cannot tell what is written. | |
| Writing about how I feel. | |
| great way to hear what we are learning about | |
| We were able to ask questions of high level musicians | |
| learning jazz and history on jazz and the instruments | |
| Open questions | |
| You are able to watch and hear first hand of the different instruments being played. We are able to ask questions to the musicians which makes it very unique because you would not really be able to do this in other settings. | |
| Listening to a band in person clarifies some of the techniques we've covered in class. It's also a form of listening practice so I know what to look for and observe when I have to go to a public concert. | |
| Seeing and hearing a music performance is a much better way to learn about music. Without it a lot would be lost. | |
| A positive about this activity was being exposed to jazz bands. I have not heard of or seen any jazz bands before this course. I have come to enjoy the jazz music. Taking PAMU 330 has helped me distinguish the different types of instruments and understand how each member of a band interacts with one another. | |
| The ability to attain clear answers from professionals | |
| gave different insight to listen to live music verses listening to youtube videos. | |
| It was fun, a group activity, educational, and multidimensional. | |
| It brought Jazz to life. The activity had us first hand experience Jazz and the different variations of Jazz music. Also, to be able to see how the musicians in the band worked together with our own eyes made everything much more personal. | |
| The positives are that we were aloud to come to class and see a concert. Even though we have to go to an outside concert it is nice that they provide at least one concert for us to really experience jazz music. | |
| Seeing jazz being played first hand as opposed to only reading about it or listening to it. | |
| I was able to view and listen to the jazz performances and recordings we have talked about in class. | |
| Yes a live event was very understand the jazz culture. | |
| The various elements learned in class being performed in front of me. Such a high quality of a performance really does well in helping me grasp the concepts and topics learned in class. Also, not only was the concert a performance, but it included educational incentives given by the performers themselves. | |
| demonstrates ideas talked about in class | |
| I feel that this activity adds so much more to the lectures and it gives us all a better understanding of jazz music. | |
| Being able to view and listen to a live jazz band of a professional status is a gift to any viewer. | |
| The positives about this activity is the simple fact that we all enjoy listening to Jazz music. The performers really have fun on stage and make the whole class vibe. | |
| The strengths is that I could hear and see what my professor lectures about in class. Instead of just him audibly telling us all we got to experience what he was actually saying as well. | |
| BEING ABLE TO SEE THE INSTRUMENTS AND THE MUSICIANS INTERACT IN A LIVE PERFORMANCE | |
| Providing a visual representation about the subject. | |
| Its Awesome its Jazz | |
| Good music, hearing what we learned in person which is better than an audio clip, | |
| Very effective, students like me really had a feel of what jazz really is. We were able to listen to different jazz genres through the decades. | |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 30 |

6. Were there any weaknesses of this activity? (If not, leave blank.)

| Text Response | |
|---|-------|
| Not any. | |
| none | |
| The room provided was terrible for acoustics. | |
| None! | |
| Statistic | Value |
| Total Responses | 4 |

7. Suggestions or comments for future activities?

| Text Response | |
|---|-------|
| Longer performance time! maybe have it at night instead of during class hours. | |
| More writing and less searching. | |
| more jazz concerts!! | |
| keep doing them | |
| More opportunities to be able to attend these types of activities. | |
| The more the better! | |
| More concerts! And have the school advertise it, so more people can come and enjoy. This shouldn't just be a class requirement, this should be community involvement. | |
| Maybe ask the audience if there are any requests of songs they would like to hear. | |
| For future concerts, when the musicians introduce themselves, they should also spell it out. | |
| Great learning experience! | |
| Longer performances. | |
| Possibly making the event extra credit for other classes as well to make a larger attendance. | |
| Please keep them coming. Not only are there so many educational benefits to a concert such as this one, but the process of learning in this atmosphere presents an utterly fun environment. | |
| I hope to see this activity continue for future CI students taking Jazz In America. | |
| Keep providing the jazz concert, they truly are wonderful! | |
| Everything is truly perfect as of now. | |
| NONE | |
| Continue pursuing more concerts and presentations for classes. Visual representations of subjects are intriguing and provide students with an engaging learning process. | |
| Less talking more playing | |
| Maybe more musicians with more different instruments the better so we can see a variety of instruments and how they are incorporated in the music. | |
| Statistic | Value |
| Total Responses | 20 |

8. Which course(s) that you are currently taking did this activity relate to?

| Text Response |
|---|
| Jazz in America |
| PAMU 330 Jazz in America |
| ESRM/HIST 342 |
| jazz in america |
| PAMU 330 History of JAZZ |
| Jazz in America |
| Jazz In America |
| Jazz in America, PAMU 330 |
| PAMU 330- Jazz in America |
| Jazz in America - PAMU 330 (Mon-Wed 1330 to 1445) |
| This activity related to my PAMU 330 course. |
| Jazz in America, Music in History, Private Lessons |
| Jazz in America |
| Jazz Dance, and Jazz in America |
| Jazz in America |
| This activity related to my jazz in America class, that I'm taking this year. |
| Jazz in America (PAMU 330) |
| PAMU330 Jazz in America |
| Jazz and America |
| PAMU Jazz in America Section 2 |
| Jazz in America |
| PAMU 330- Jazz In America |
| JAZZ IN AMERICA |
| PAMU 330 Jazz in America |
| PAMU 330 |
| PMU 330 |
| Jazz in America |
| Jazz In America |
| Jazz in America |
| PAMU 330 - Jazz in America |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 30 |

9. How did this activity relate to the content and/or learning outcomes of the courses that you are taking?

| Text Response | |
|--|-------|
| Part of the curriculum for the course. Very interesting to actually observe the live performance instead of listing or watching a video. | |
| We are expected to listen to jazz music to be able to learn about and discuss it. This performance allows us to see a live performance, hear an improvised performance, and see the interactions between the band members. | |
| The History of Jazz is related to American and World History. | |
| played songs and styles of jazz we are currently learning in class | |
| Extra Credit and it brought live examples to my learning experience regarding Jazz. | |
| Perfectly I as able to understand Jazz a lot better by hearing it and talking to performers | |
| was able to hear and feel the music live to help get a better understanding of jazz | |
| These concerts are a fun way to learn about the different types of playing styles and instruments involved. Its great practice watching and listening for the different instruments that we will be tested on. | |
| Showcasing various musical techniques we've discussed in class along with performing some songs from the era we are currently studying. They also performed some songs from other eras we will soon be discussing. | |
| The content of this event was directly related to our course activity. There are real world examples of the material we are cover in the course. Having the opportunity to experience this is a vital and a priceless contribution to our learning experience. | |
| This activity relates to the content that is being taught in my PAMU 330 course. The learning outcome are to be able to acknowledge different types of instruments and being able to notice the measures that are being played. | |
| By demonstration through audience participation. | |
| was able to relate terms of the course to the music being played | |
| It related to Jazz dance in that we were able to see a live performance of a lot of the songs that we dance to. As a dancer, we participate in the productions, so it was informative to be an audience member for once. In my history class, Jazz in America, the live performance helped me connect the dots between the instruments and the sounds. All of the theories and symbolism that we've been studying in class really makes sense once it is applicable. | |
| We have previously discussed in class the several different instruments used in Jazz music, along with many of the greatest early musicians in Jazz history. | |
| The activity showed us what it looks like to trade two's and four's. Also, it showed us how much communication goes on between musicians while they play their instruments. I also, experienced walking bass and other creative things while they were playing. | |
| It was a jazz concert that was in relation with my Jazz in America class. It correlated with what we are currently learning. | |
| It was a live example of different music jazz styles we have learned about in class. These helped closed some multi-racial gaps back in the earlier 1920s and 30s in the music industry. | |
| It was a concert for Jazz | |
| Related heavily to topics and concepts discussed in class. It was extremely helpful and insightful to hear and see this concert in person. This performance further elaborated on what has been learned in class. | |
| demonstrates ideas we are discussing in class | |
| This activity related to the content of the course I'm taking because it was a jazz concert and I'm taking Jazz In America. A few of the songs that were performed were by musicians we have talked about in class. | |
| It allowed me learn more about the instruments used for jazz groups or bands, and I was able to view the musician's interactions with their instruments, in a closer setting. | |
| Considering my course is about Jazz in America, this activity relates very much so to my course. The class gets to see the instruments first hand and grow familiarity with the different sounds which we eventually get tested on! | |
| It related to what we are learning about in jazz because it made our book knowledge more tangible. | |
| SHOWED THE DIFFERENT FORMS OF JAZZ MUSIC THROUGH THE AGES | |
| This activity provided me with a detailed understanding of jazz and the complexity involved with the genre. The in class concert was a fantastic way to gain an ear for jazz and be able to pick out the different instruments and apply it to learning jazz. Being able to watch the performance shed light on many areas of the subject. | |
| It makes perfect sense to go to a Jazz performance when your class is about Jazz. | |
| We got to hear live the things we have been learning in class | |
| I am in interested in Jazz music, so i chose this as a part of my UDIGE | |
| Statistic | Value |
| Total Responses | 30 |

10. What is your major at CSUCI?

| Text Response | |
|---|--|
| Biology | |
| Computer Science | |
| History and Sociology | |
| business | |
| interdisciplinary studies | |
| business | |
| business | |
| Business | |
| Psychology | |
| Environmental Science & Resource Management | |
| Biology | |
| Preforming Arts | |
| sociology | |
| COMM | |
| Psychology | |
| Business | |
| Psychology | |
| Sociology | |
| Communication | |
| Sociology, Performing Arts Minor | |
| Chemistry | |
| Early Childhood Studies | |
| Art | |
| Psychology | |
| Business | |
| CHEMISTRY:BIOCHEM | |
| Computer Science | |
| Performing Arts | |
| Sociology | |
| Chemistry | |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 30 |

11. What year are you at the University?

| # | Answer | Bar | Response | % |
|---|-----------|-----|----------|-----|
| 1 | Freshman | | 0 | 0% |
| 2 | Sophomore | | 1 | 3% |
| 3 | Junior | | 14 | 47% |
| 4 | Senior | | 15 | 50% |
| | Total | | 30 | |

| Statistic | Value |
|--------------------|-------|
| Min Value | 2 |
| Max Value | 4 |
| Mean | 3.47 |
| Variance | 0.33 |
| Standard Deviation | 0.57 |
| Total Responses | 30 |