

Proposal #
_____1157_____

Instructionally Related Activities Report Form

SPONSOR: Paul Murphy

PROGRAM/DEPARTMENT: Performing Arts

ACTIVITY TITLE: Jazz Guest artist Series

DATE (S) OF ACTIVITY: Aug. 28, Oct. 2, Oct. 18, Dec. 5, Jan. 30, Mar. 10, Apr. 7, Apr. 30

Please submit via email to the IRA Coordinator along with any supporting documentation within 30 days after the activity.

A. ADDRESS THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
 - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
 - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
 - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
 - (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
 - (6) WHAT DID YOU LEARN FROM THE PROCESS?
 - (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)
 - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)
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B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, please provide a list of participants that engaged in the instructionally related activity. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C.IMAGES FROM ACTIVITY:

Please provide a few images in this document (or attached separately) that demonstrate student participation.

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

This full 2019-2020 academic year activity features FOUR separate in-class concerts by visiting professional jazz musicians per semester. The visiting musicians will also give spoken information to the students about the songs that will be performed, and about their individual careers in the music business. Our IRA jazz concerts will bring top level professional jazz musicians from Los Angeles/Hollywood to CI to perform for our JAZZ IN AMERICA students. All other members of the CI community will also be welcomed to join my class for these events. Our guest artists will demonstrate jazz music performance techniques, and they will perform classic compositions from the jazz music repertoire. Our guests will also discuss the composers and musical artists who made these songs famous. There will be interactions with the audience in the form of call-and-response scat singing, and question and answer exchanges. The music that will be presented will correspond directly with the musical style periods and major composers that we study in PAMU 330. Feedback collected from past students in this course overwhelmingly shows that these live music demonstrations really make our music courses "come alive" for the students, and greatly enhance our students' understanding of the concepts being learned in this course. Past students have expressed much gratitude for these live concert events, and the students remark that these interactions with our professional musician guests do greatly contribute to the understanding and comprehension of the course's lessons and content. Visiting guest artists in 2019 including Doors Guitarist, Robby Krieger, Frank Zappa alumni, Arthur Barrow and Sal Marquez, LA studio ace and member of "The Wrecking Crew" of LA studio musicians, Don Randi and many others.

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

This activity is directly to the course learning and objectives. The students study the jazz master throughout the semester and then are treated to live performances by some of the top Los Angeles-based jazz musicians. These activities "bring to life" the music they have been studying and they take part in an experiential learning opportunity through demonstrations and Q & A between the students and the professional musicians. 1. Please list all classes that directly relate to the proposed activity. PAMU 330 Jazz in America, PAMU 109/309 Private Lessons, PAMU 161 Music Fundamentals, PAMU 261 Music Theory I, PAMU 361 Music Theory II, PAMU 361 Music History III, PAMU 100 Music Appreciation 2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent. The professional musicians will do a performance/demonstration/ Q & A session. The students will witness jazz literally "come to life" in a live jazz performance by professional musicians. The musicians will also demonstrate techniques and discuss what goes into being a professional jazz musician. The students will then be able to ask questions to any and all of the musicians related to jazz music, life as a professional musician, etc. By bringing the outside world into the CI classroom, students are exposed to a unique multicultural event and learn firsthand about the rich cultural history of this truly American art form and learn the dedication, practice habits, and spontaneous collaboration by the expert musicians that happens in a live jazz performance. PAMU 330 Learning Outcome:

Compare various styles of jazz from traditional jazz to contemporary jazz. Witnessing a live jazz band in performance makes the learning experience much more real and personal for our students. PAMU 330 Learning Outcome: Analyze a jazz performance from the standpoints of improvisation, style, form, technique, and expression. My students are required to write a report about their impressions, observations, and analysis of the music elements that they witness during the concerts they witness during the concerts. PAMU 330 Learning Outcome: Identify generally the style of jazz and its characteristics in a performance not previously encountered. New music will be performed for our students, which they will then analyze, based on information that has been learned in class

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

It's an invaluable experiential learning experience for our CI students. They have famous World-famous musicians like Doors guitarist, Robby Krieger and LA studio legend, Don Randi and other top level professional jazz musicians visit our CI campus and expose our students to multicultural and sometimes international perspectives and "bring to life" the music they've been studying in the classroom. The students comment that these are their favorite classes.

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

Unfortunately, CI does not have great rooms for performances. Since we do not have a professional level performance space like other universities, often times the acoustics are subpar. They are also very few rooms on campus to perform with a full band and drummer. The rooms that could house these events are Malibu 140, Malibu 100 and the Grand Salon. It's often difficult to schedule these performances if your class meets in a different smaller room

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

I would try whenever possible to have the performance in the Grand Salon since that is the best acoustic sounding room on campus.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

There really is a lot involved to host these performances. Musicians have to be hired, IRA request letters need to be written, parking passes need to be organized, checks are often late and not ready for the musicians when they are on campus to perform and sometimes are sent to incorrect old addresses even though they have been giving the new correct ones. This is all extra work that we see as essential to the student's learning experience at CI.

(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)



California State
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**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L

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

Performance 1-\$700, 2-\$1750, 3-\$850, 4-\$1750, 5-\$600, 6-\$1800, two performances pending

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

**C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE
STUDENT PARTICIPATION (or attached as a separate document)**





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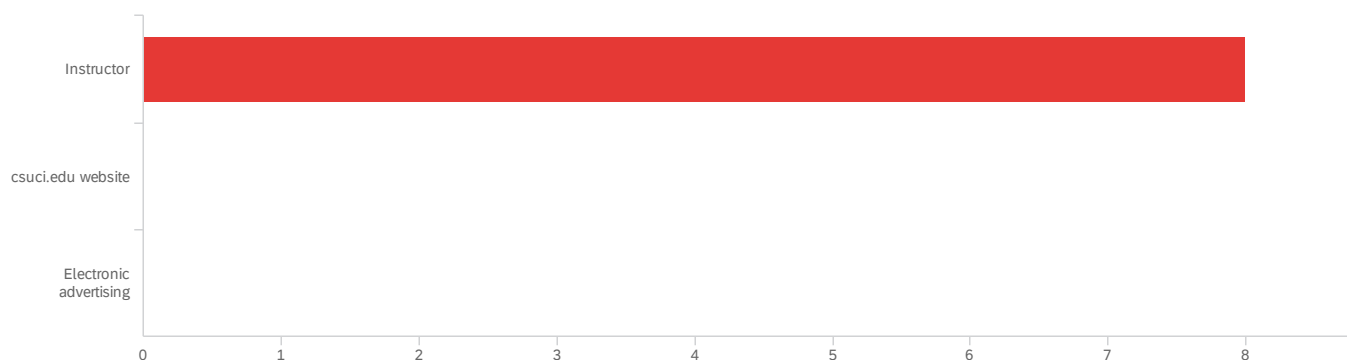


Default Report

Jazz Performance 10/10/19

March 9, 2020 10:16 AM PDT

Q2 - How did you hear about this activity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How did you hear about this activity?	1.00	1.00	1.00	0.00	0.00	8

#	Field	Choice Count
1	Instructor	100.00% 8
2	csuci.edu website	0.00% 0
3	Electronic advertising	0.00% 0
		8

Showing rows 1 - 4 of 4

Q3 - Which class are you currently taking that relates to this activity

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Jazz in America

PMAU 330

PAMU 330 Jazz in America

Jazz in America

PAMU 330

Jazz in America

PAMU330- Jazz in America

PAMU 330

Q4 - How did this activity relate to the learning outcomes of the course you are taking?

How did this activity relate to the learning outcomes of the course you are...

It provided live music that correlates directly with the premise of the class. It also provided a new perspective for the students to see a jazz concert in person, rather than listening to old recordings over the PA system.

Live jazz for our jazz history class

We saw a jazz band playing jazz standards and performing various techniques and styles that we have been learning about in class.

This activity related to the learning outcomes of being able to identify different instruments and music styles.

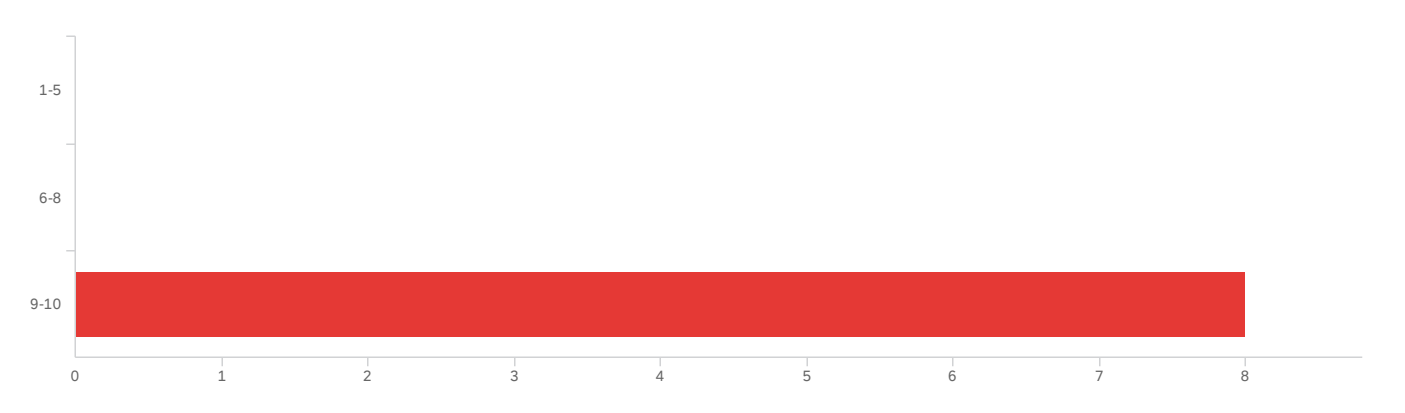
There was so much to learn from this opportunity to watch and listen to professional musicians. Each performer had such talent, and they used several different methods of delivering amazing music.

The course is all about Jazz, so this was a great live example of that.

Jazz is, for the most part, intended to be performed and enjoyed live. As much as recordings can help document past contributions and spread influence through records, nothing can replace the genuine character of a live performance. Characteristics such as on the spot improvisation and song choices are essential to the soul of jazz which was easily illustrated through this event. In reality, jazz (with the exception of some big bands and symphonic jazz bands) the music is based around a standard and would be played differently night to night. As much as a professor can stress this in the classroom, events like these help to convey these concepts in a meaningful manner.

It relates to my course because I was able to hear jazz music and hear different instruments.

Q5 - Rate your overall satisfaction with this activity- 1 being lowest, 10 being highest



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate your overall satisfaction with this activity- 1 being lowest, 10 being highest	3.00	3.00	3.00	0.00	0.00	8

#	Field	Choice Count
1	1-5	0.00% 0
2	6-8	0.00% 0
3	9-10	100.00% 8
		8

Showing rows 1 - 4 of 4

Q6 - What do you consider the strengths of this activity?

What do you consider the strengths of this activity?

Changing the dynamics of the classroom and learning the material by using hands-on perspectives.

Being able to hear music we are studying.

I love how everyone up on the stage seemed so relaxed and really enjoyed what they were doing. They all worked really well together.

The information that they gave after each song was both beneficial to the students and necessary for those that didn't know jazz to comprehend better.

It's a great way to expose students to Jazz without costing them anything in the way of tickets or transportation.

Well organized, great sound, interaction with performers.

I thought it was a good performance.

Q7 - What were the weaknesses of the activity?

What were the weaknesses of the activity?

Mainly time constraint. The class is 1 hour and 15 minutes, with discussions and questions, the class went by quite fast.

The sound was probably a weakness because one of the microphones didn't seem to be working too well.

The mics were old or spotty

I wish there was more time, but class schedules are the limiting factor there.

N/A

I do not think there were any weaknesses.

Q9 - Suggestions or comments for future activities?

Suggestions or comments for future activities?

Break up the class with 50 minutes of pure music play, and allow a 15-20 minute questionnaire at the very end.

Have more jazz performers

This activity was excellent and I hope to experience similar activities relating to my jazz course as much as possible.

I thought it was good how it was.

