



SLO Assessment Cycle for MUSI 1B

Introduction to Music: Jazz Styles

Assessment Initiated by: [Robert Farrington](#) (8507) in MUSI

Outcomes:

Outcome 1: Statement

The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [01/28/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Robert Farrington

Assessment Tools: Exams • Written Reports

Outcome 1: Reflect & Enhance Modified: [02/02/2012]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

Student assessment is gleaned from the results of the mid-term and final exams. Students are asked to describe the differences in jazz styles by answering questions using musical terms learned in class and from worksheets.

Summary:

Students have a high success rate in using musical terms such as tempo, dynamics, melody, harmony, form, and rhythm in order to identify recorded examples. Some students confuse these terms and use them incorrectly. Overall, students do meet our expectations of proficiency and success.

Enhancement (Part I):

More emphasis will be spent in class demonstrating musical terminology; giving reading assignments pertaining to terminology from the textbook; and through assigned jazz videos. Students are required to use musical terminology while describing live concert reports.

Enhancement (Part II):

Now that A-31 is a SMART classroom, the instructor can now show selected jazz video clips during class, which will enhance student understanding of musical terminology.

Outcome 2: Statement

The successful student will recognize individual instruments and voices and the various ensembles in which they are used.

Outcome 2: Assessment Planning Modified: [01/28/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Robert Farrington

Assessment Tools: Exams • Written Reports

Outcome 2: Reflect & Enhance Modified: [02/02/2012]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

Student assessment is gleaned from results of the mid-term and final exams. Students are asked to identify jazz styles, instrumentation, and featured soloists.

Summary:

Students have a higher success rate on the listening portions of the exams than on the rest of the exams. Improvement is needed in aurally identifying instrumentation of ensembles and families of instruments and voices, such as woodwinds, brass, and rhythm section instruments

used in jazz. Students do an excellent job of meeting our expectations of proficiency and success.

Enhancement (Part I):

More emphasis will be spent in class demonstrating instruments, and through homework assignments where students observe jazz videos, giving them a chance to correlate what musical instruments look like and how differently they sound. Further, playing recorded examples in class and video assignments will enhance students' ability to identify various ensembles used in jazz. In addition, clearer instructions will be given to students at the beginning of each exam in regards to identifying styles, ensembles, instruments, voices, and featured soloists.

Enhancement (Part II):

Now that A-31 is a SMART classroom, the instructor now has the ability to show selected jazz videos during class, which will enhance student understanding for identifying musical instruments and ensembles.

[Number of Outcomes for MUSI 1B: 2]