



DAN DAVEY

VIRTUAL JAZZ PEDAGOGY

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DISCLAIMERS

VIRTUAL JAZZ PEDAGOGY

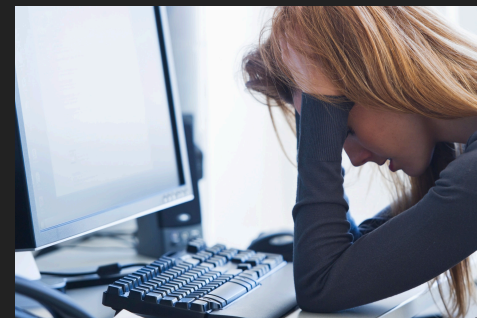
MY SCENARIO VS. YOUR SCENARIO

- ▶ Disclaimer #1: Each of our programs is different.
- ▶ Disclaimer #2: What works for me may not work for you.
- ▶ Disclaimer #3: This is my first pandemic (I don't have all of the answers).
- ▶ Suggestion: Take what you hear today and ask "Can this be implemented into my program? If so, how?"

VIRTUAL JAZZ PEDAGOGY

SELF-CARE AND PREVENTING BURNOUT

- ▶ Today's climate is stressful.
- ▶ You're probably stressed.
- ▶ You're probably overwhelmed.
- ▶ You're definitely exhausted.
- ▶ Your students are likely all of these things as well.



SELF-CARE AND PREVENTING BURNOUT

- ▶ Have confidence in what you already know.
- ▶ Focus on learning one new thing rather than ten.
- ▶ Do **NOT** try to absorb every new virtual tool, activity, or lesson.
- ▶ Do **NOT** feel like you need to do what others are doing.
- ▶ **BREATHE** and go for a walk!



VIRTUAL PEDAGOGY

WHAT WE CAN'T DO

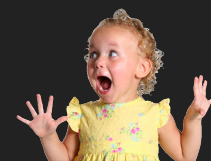


- ▶ Live performances
- ▶ Synchronous playing
- ▶ In-person festivals
- ▶ Enjoy the aroma of students fresh off the marching band field.



WHAT WE CAN DO!

- ▶ Teach music!
- ▶ Teach recording software
- ▶ Teach improvisation (easier than in a big band rehearsal)
- ▶ Learn repertoire
- ▶ Build chops
- ▶ Strengthen your individual musicians (you're only as strong as your weakest player)
- ▶ Build community (and save our programs!)



WHICH PERFORMANCE CONCEPTS CAN WE STILL TEACH?

- ▶ Tone
- ▶ Articulation
- ▶ Phrase shaping concepts (please!)
- ▶ Balance and blend (yes, you read that correctly)!
- ▶ Listening responsibilities.
- ▶all of them!

WHAT OUR STUDENTS WANT

- ▶ To play music!
- ▶ To work towards an end-goal.
- ▶ To belong to a community that cares about them.
- ▶ To be successful.
- ▶ To not waste their time.
- ▶ Is that doable??



YES!



A NEW PATH

- ▶ What we *did* cannot be what we *do*.
- ▶ Ask "how can we **shift our approach** to music education in this virtual platform?"
- ▶ Change your mindset from being "performing artists" to being "**recording artists**."
- ▶ We have lots of opportunities to teach music (maybe more than before)!



GOALS

VIRTUAL JAZZ PEDAGOGY

EMPOWERING YOUR BAND

- ▶ What are the goals for the ensemble?
- ▶ What do students want out of the experience?
- ▶ Give them something to work towards (in place of the concert)
- ▶ Find ways to engage your students (Ex: Give jobs to each student)
- ▶ Think twice about failing a student right now!
- ▶ **Involve them in the process so they invest in it.**

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IDEAS FOR GOALS

- ▶ Polished recordings
- ▶ Learn Repertoire
- ▶ Transcribe a solo or familiar melody
- ▶ Compose original multi-part composition and record all parts
- ▶ Study the life and works of 5 influential jazz musicians
- ▶ Study and listen to 5 influential jazz albums
- ▶ Perform a melody and improvisation for someone in your house
- ▶ Learn to play lead sheets in a chamber jazz setting

REHEARSALS

ZOOM REHEARSALS

- ▶ We use Zoom for our rehearsals.
- ▶ Professional audio settings
- ▶ Playing along with recording (all muted)
- ▶ Unmuting drummer
- ▶ Unmuting bassist
- ▶ Unmuting individuals to work on tone, phrasing, articulation, inflection, etc.
- ▶ Playing along with recording (again)

☐ Automatically adjust microphone volume

Suppress background noise [Learn More](#)

☒ Auto

☐ Low (faint background sound)

☐ Medium (computer fan, pen taps)

☐ High (typing, dog barks)

Music and Professional Audio

☒ Show in-meeting option to "Enable Original Sound" from microp

Enable these options when original sound is on

☒ High fidelity music mode ⓘ

☒ Echo cancellation ⓘ

☒ Stereo audio ⓘ

REHEARSING CHARTS

- ▶ Warm-Ups
- ▶ Full Ensemble Rehearsals
- ▶ Guided Listening (with dictation)
- ▶ Break-out Sectionals with Section Leaders
- ▶ Move to Waiting Room to record tracks
- ▶ Improvisation Study
- ▶ Form Study

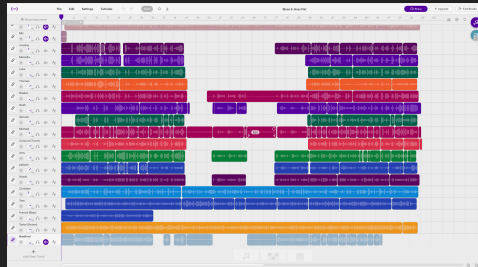
REHEARSAL VIDEO



RECORDING

DAW, DAW, DAW

- ▶ Digital Audio Workstation (DAW)
- ▶ Soundtrap
- ▶ GarageBand
- ▶ Logic Pro
- ▶ Ableton Live
- ▶ FL Studio
- ▶ Studio One
- ▶ Cubase



RECORDING MUSICIANS NEED TO KNOW:

- ▶ Which microphone to use.
- ▶ How to set up the microphone.
- ▶ Where to place the microphone.
- ▶ How to set levels to avoid peaking/distortion.
- ▶ How to add EQ to their track.
- ▶ How to mix multiple tracks (balance/blend!)
- ▶ How to splice mistakes and rerecord.



CREATING ASSIGNMENTS AND COLLABORATIONS

- ▶ Use your DAW to create individual playing assignments to assess student performance/growth.
- ▶ Collaborations allow each student to be able to record their individual part along with a click track or reference recording. Be a member of the Basie band!
- ▶ Students can create loop-based accompaniments, backing tracks, or remixes.
- ▶ Export and share recordings with families and friends.



SOFTWARE

- ▶ Soundtrap - DAW (www.soundtrap.com)
- ▶ Jamulus - synchronous playing (<https://jamulus.io/>)
- ▶ Up Beat - video/audio software (<https://play.upbeatmusicapp.com/perform>)
- ▶ Cyborg Llama - video/audio software (www.cyborgllama.info)
- ▶ Jack Trip - synchronous playing (<https://ccrma.stanford.edu/software/jacktrip/osx/index.html>)
- ▶ Sound House EdTech - Sound/video Company (<https://edtech.ccsoundhouse.com/>)

CHAMBER ENSEMBLES

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CHAMBER JAZZ IN YOUR BIG BAND

- ▶ Use this opportunity to teach your students to play lead sheets and improvise through a variety of forms
- ▶ If they are new, start with the blues!
- ▶ Give them jazz etudes with reference/model recordings (Ex: Snidero books).
- ▶ learnjazzstandards.com - chord charts, recordings, brief history
- ▶ Use backing tracks from YouTube or iReal Pro app



VIRTUAL JAZZ PEDAGOGY

"JAM SESSION FORM"

- ▶ **Chorus 1:** Play the head (melody), mimicking the original recordings. Drummers should sing the melody while playing the appropriate groove.
- ▶ **Chorus 2:** Embellish the melody by changing rhythms, adding notes, deleting notes, elongating notes, shortening notes, bending pitches, etc. Drummers should play the melody on their drumset (consider pitch, rhythm, etc.).
- ▶ **Chorus 3:** Improvise an original melody. It can be inspired by the melody of the tune, but should be your own.
- ▶ **Chorus 4:** Play the head again for the "Out Chorus." Drummer should sing the melody.

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JAZZ HACKS

- ▶ Teach new ways to begin or end a tune.
- ▶ Reharmonize the final tonic chord by reassigning "do" to be a different chord tone in a different chord.
- ▶ Use shedthemusic.com/transcriptions to learn solos (or learn familiar melodies by ear!)
- ▶ Allow your students to make simple arrangements based on a reference recording.
- ▶ Use collaborative playlists students can add to.

IDEAS FOR ENDINGS

Tag Ending

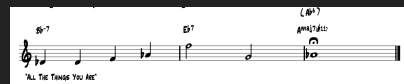


NOLA Ending



Images from openstudiojazz.com

Re-assign "Do"



Descending from Tritone



"After Party" Ending



Basie Ending



GUESTS

INVITE YOUR FRIENDS!

- ▶ We all have a variety of skill sets that can be useful to one another.
- ▶ Invite a friend or colleague to do a virtual masterclass.
- ▶ Invite a local professional or college professor to present on a topic.
- ▶ Hold a listening session where students can find out what you (or others) are listening to.

LET'S NOT RETURN TO "NORMAL"

- ▶ What tools have we developed that will be useful post-pandemic?
- ▶ Which technology will we continue to use in our classrooms and rehearsals?
- ▶ Let's not treat this like we are just "hanging in" and trying to pass time.
- ▶ This is a valuable opportunity for growth!



PLEASE CONTACT ME!

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Go to <http://www.danieldavey.net/resources> to download the handout
and worksheets from this presentation!